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ABSTRACT

This dissertation is a qualitative study that explores how three teams of humanities teachers at Capital High School (Charleston, West Virginia) tried to create and sustain an environment in which they could make decisions over curriculum, pedagogy, and school self-governance. The study also examines what empowerment means to the teachers in a setting where it is defined as the democratic involvement of teachers as they have input into decisions which affect them and their students. Various qualitative methods were used including participant observation, interviews, document analysis, and personal narratives. In 1993 Capital High was named a National Exemplary school by the United States Department of Education and in the same year a West Virginia Department of Education Blue Ribbon School. A longitudinal survey of the historical background of the school precedes chapters that describe spatial influences on the curriculum and instruction, altered governance structures, the effects of teaming organizations, and the use of three specific strategies: Writing to Learn, cooperative learning, and computer technologies. The final chapter gives an account of the current school conditions and offers some lessons learned. Appendixes contain a chronology of the school, list of consultants, organizational structure, map of the school, and discussion of methodology. (Contains 102 references.) (Author/JB)

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ED 378 161

CULTURE OF EMPOWERMENT IN A RESTRUCTURED SCHOOL

by

Jo Lambert Blackwood

Dissertation submitted to the Faculty of the
Virginia Polytechnic Institute and State University
in partial fulfillment of the requirements for the degree of

DOCTOR OF EDUCATION

in

Curriculum and Instruction

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CULTURE OF EMPOWERMENT IN A RESTRUCTURED SCHOOL

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Jo Lambert Blackwood

J. K. Nespor, Chairman

Education: Curriculum and Instruction

(ABSTRACT)

"Culture of Empowerment in a Restructured School" is a qualitative study that explores how three teams of humanities teachers in a restructured high school try to create and sustain an environment in which they can make decisions over curriculum, pedagogy, and school self-governance. The study examines what "empowerment" means to the teachers in such a setting.

Various qualitative methods are used: participant observation, interviews, document analysis, and personal narrative. Teams of teachers who participated in this study teach at Capital High School, Charleston, WV, which opened in 1989 as a restructured school. It was named as a 1993 National Exemplary School by the United States Department of Education and a 1993 West Virginia Department of Education Blue Ribbon School.

In this study "empowerment" is considered as the democratic involvement of teachers as they have input into decisions which affect them and their students. A longitudinal survey of the historical background of the school precedes chapters describing spatial influences on the curriculum and instruction, altered governance structures, the effects of teaming organization, and the use of three specific teaching

strategies: Writing To Learn, cooperative learning and computer technology. The final chapter gives an account of the current (1993) school conditions that deal with teacher empowerment and offers some "lessons learned" from a participant's viewpoint.

DEDICATION

In honor of my mother, Ann Lambert, who was the best teacher of all,
and in honor of Christa McAuliffe, First Teacher in Space,
who made me believe, "I touch the future. I teach."

ACKNOWLEDGEMENTS

I am most grateful to Lorraine Hall, Nancy Spears, Lowell Harris, Nancy Reeves, Tim Coll, Doug Mahaney and Mary Frances Starcher for allowing me to conduct this study. Because of their interest in and support of this research, I was encouraged to the end. They are remarkable educators, pioneers in every sense of the word.

Making me recognize my worth as a teacher/researcher was David Wallace from the Christa McAuliffe Institute of Educational Pioneering, National Foundation for the Improvement of Education. Without his support and instruction in the initial phases of the school, I would never have felt empowered myself to venture on this formidable task. My fellow 1990 Educators (Larry Scaletta, Kathleen Duplantier, Theresa Roybal, and Cyndy Everest-Bouch) helped me learn how to activate change and look at it from an ecology standpoint.

I am especially indebted to Doug Walters and Rebecca Burns for their encouragement and insistence that we go about the change process in a methodological way, always backed by research. I am grateful to the administrators of Kanawha County Schools and Capital High School for permitting the study and providing an environment in which empowerment can happen.

My adviser, Jan Nespor, accepted my use of the writing process as I struggled to make sense of a decade's worth of data. He patiently guided me through the dissertation and helped me find my voice so the final document would be usable to others attempting to change their schools. I thank him and my committee members -- Pat Kelly, Robert Small, Susan Magliaro, and Jerry Niles -- for giving me valuable advice and forcing me to narrow my focus to what was truly important.

Most of all, I thank my family -- Neale, Andrew, Matthew and Holly -- for their inspiration and for bearing with me through the years of sacrifice.

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Introduction

This study examines my high school's seven-year quest to empower teachers and institute student-centered instruction. The school, which has a population of 1,300 in grades 10-12, opened in 1989, but the planning of the school's physical plant, governance system, and curriculum began earlier. In Chapter 1, I describe the history leading up to the design of the school and its first years of operation. The history is based on planning documents, archival material, interviews, and my personal notes and recollections.

We began with a vision of student-centered instruction to sustain us and designed the facility in which we would implement the innovations. Our physical plant has reinforced the curricular delivery, and in some cases has created the need for teachers to change methodologies. In Chapter 2 I look at how this happened.

After assuming leadership in designing the building and planning the course of study, teacher planners realized a need to look at wider school governance through a faculty senate structure. Shortly thereafter, the West Virginia Legislature mandated site-based management and endowed faculty senates with resources and specific areas of input. Chapter 3 explains how governance in our school reinforces teacher empowerment.

Professionalization and peer coaching resulted after teachers were given more opportunities to shape the curriculum and delivery. Through the block schedule and Interdisciplinary Learning Teams (ILTs) the subjects of this study discovered that team teaching can promote teacher empowerment. Data from one team per grade level is accessed to provide evidence in Chapter 4 of my understanding of how this occurs.

All the preceding factors culminated in an innovative curricular design which prompted the need for strategies to help the staff teach differently. Our approach was complex to implement, but it promised bigger payoffs in growth of student

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understanding. Three particular techniques which empower both teachers and their students to take charge of their own construction of learning are described in Chapter 5.

Even though the relationship between empowerment and educational quality has yet to be tested, there are a few fledgling research studies. With more schools like Capital looking at such issues, much can be learned about the connections between empowerment and classroom practice, especially the effects on students. In Chapter 6 I explain how I see a participatory management system working within a restructured school.

This study is not meant to be a blueprint or map for others seeking to change their schools. It differs from the majority of studies in that my perspective is that of a teacher still embedded in the midst of the change process. Rules of leadership are shifting away from roles and positions to focus on expertise and aptitude; information and technology explosions can overwhelm us if we ever get a moment to stop and think about them. All teachers can and must be leaders in this new culture of learning; at the same time, they must create classroom environments where their students learn how to be leaders themselves.

I relied on my writing and reflection to help me understand what had happened. Years of journal transcriptions gave me a historical perspective beyond my selective memory, and my daily logs helped me focus on current happenings. Recognizing that multiple systems influence each other, I nevertheless chose to limit this study to Capital's immediate teacher culture. My ultimate goal is to understand how our teachers came to believe that they should be part of the issues that involve them and how sharing classes, schedules and students affect teacher empowerment. Although I sensed there was a critical mass on the staff committed to change, I also wondered what mechanisms were in place to sustain shared decision making. The fragility of change and delicacy of altered cultural norms continually worry me; I fear that the school might revert to the traditional approaches similar to the failed innovations frequently cited in the literature (Sarason, 1991). I am even concerned that I am deluding myself with the importance this study could have on the direction of educational reform and, for that matter, am uncertain about the outcome of any current restructuring efforts.

Even though there are no neat compartments, my study isolates our pieces of the change and explains their impact on teacher empowerment in chapters two to five. No single factor could have had the impact on our school organization that all of them together have had. Thus, building an elaborate facility would not have been effective without changing the strategies of teaching. Teaming naturally followed as teachers were thrown together in different room configurations. As they began to experience empowerment in the classroom, their participation began to spill over into larger governance issues. Even though the chapters do have a focus, in reality no neat compartments exist. In the final chapter I return to the total picture.

The Participants

Individuals:

John Clendenen	Principal of Charleston High School pilot 1987-88, member of Management Team 1988-89 and Principal of Capital High School 1989-present.
Tim Coll	ILT English teacher with Doug Mahaney and Mary Frances Starcher for the 10th grade. Nineteen-year veteran of Kanawha County Schools. Graduate of the first West Virginia Writing Project (WVWP), teacher consultant for Writing To Learn and the WVWP. Pilot project teacher at Stonewall Jackson two years.
Clinton Giles	Acting Assistant Principal of Stonewall Jackson High School pilot 1988-89 and Assistant Principal for Pupil Services at Capital High School 1989-present.
Lorraine Hall	Senior English ILT teacher with Nancy Spears. Master's degree in reading. Recipient of West Virginia Humanities Foundation summer study programs in Art K-12, Russian History, and Latin American literature. Taught in Montessori school in Russian Embassy, holder of real estate license. Teacher in Charleston High School pilot program; teacher consultant for Writing To Learn.
Lowell Harris	Social studies partner of Nancy Reeves in 11th grade ILT. Fifteen year veteran of Kanawha County Schools. Teacher in Charleston High School pilot. Participant in National Endowment of Humanities summer seminar on Black literature and the National Science Foundation's Science-Technology and Society program at

	Penn State University. Graduate of the master's program for Capital High staff and also holds a master's degree in counseling.
Doug Mahaney	Social studies partner of Tim Coll and Mary Frances Starcher for 10th grade ILT. Nineteen-year veteran of Clay and Kanawha County Schools. Wrestling coach who was a teacher in the pilot project at Stonewall Jackson for two years. Teaches in Capital summer school program.
Ditty Markham	Former member, Board of Education, Kanawha County Schools during planning and first year of school. Currently directs Job Training Placement Act program at Capital High School; instrumental in procuring art and landscaping for the school and coordinating business partnership. Master's degree in counseling and guidance.
Nancy Reeves	ILT English teacher with Lowell Harris on 11th level. Member of Management Team 1988-89, coordinator of Stonewall Jackson High pilot project two years. Twenty-four year veteran of Kanawha County Schools. Graduate of the master's program for Capital High staff. Member of the Excellence in Teaching English team (National Humanities Faculty project). Participant in US Senate in Japan program.
Mary F. Starcher	Certified in English and Art, 10th grade ILT Fine Arts teacher. Twenty-one year veteran of Kanawha County Schools. Co-author of humanities approach adopted curriculum for secondary schools in Kanawha County Schools. Recipient of West Virginia Humanities Foundation (Art K-12) and National Endowment of Humanities (Classical Institute at Tufts University 1993 and 1994)

	summer study programs. Graduate of the special master's program for Capital High staff.
Nancy Spears	Social studies partner of Lorraine Hall for senior ILT. Former social worker in YWCA agency for battered women. Summer instructor for Governor's Office of Professional Development and Department of Economic Development. Previous teaching experience in Boone County, West Virginia (eight years). Faculty Senate Vice President 1991-92 and Faculty Senate President 1992-1993. Began teaching at Capital in 1989. Enrolled in master's degree program.
Richard Trumble	Kanawha County Schools Superintendent during planning and first year of Capital.
Doug Walters	Director of Staff Development, Kanawha County Schools. Twenty-eight year veteran of school system, coordinator of the Capital High School project. Master's in history and anthropology. Member of Capital Management Team.
Carla Williamson	Acting Principal of Stonewall Jackson High School pilot 1988-89 and Assistant Principal for Curriculum and Instruction at Capital High School 1989-present.

Groups:

COGS	College of Graduate Studies, University of West Virginia system. Co-directed initial Capital staff training and special master's degree program in secondary education for Capital teachers.
National Faculty	Formerly the National Humanities Faculty (NHF), sponsor of the grant for Excellence in Teaching English (ETE), co-directed initial Capital training.

Chapter 1

Contextualization of Capital High School

"This planning committee's task was to lay the blueprint for a high school which would provide Kanawha County's most valuable resource (her young people) with the educational opportunity to become productive citizens of the 21st century.

Kanawha County Schools (West Virginia) recognized that the real answer to the problems was in the hands of those currently dedicating their lives to getting young people a true education. They [the teachers] know the real problems and the real issues to be addressed. They have seen many apparently good ideas fail. They also know, however, of bits and pieces of programs which are working.

It is from these successful bits and pieces that the committee built the bold, new educational program we are about to present for Capital High. This program will progressively move the students into their adult roles."

Jo Blackwood, Co-Chair of Planning Committee
Presentation to Kanawha County
Board of Education, August 1986

"I think the funniest thing I remember . . . the day I went down to Charleston High . . . . I remember John Clendenen [at that point chief administrator of Charleston High] called me that day. He said, 'You'd better get your you know what down here, right now.' I said, 'Why?' and he said, 'I think the teachers are ready to mutiny.'

The teachers were asking for a blueprint. Then they said, 'Well, what model do you want us to follow?' And we [she and the Superintendent] kept saying, 'We don't want you to follow somebody else's model (she shakes her head); develop your own.' They were real frustrated because they wanted us to show them what we wanted and then they'd do it because that's the way it had been . . . . I remember that it was kind of a little give and take there . . . . I remember leaving that meeting thinking, 'Gosh, they keep telling us they want to be empowered, now we're trying to give them the power, and they don't want it.'"

Ditty Markham, former member
Kanawha County Board of Education

Overview of chapter

Early in the process of designing Capital High, we made a conscious decision to create a completely restructured school. Even some of our consultants suggested a more gradual, piecemeal reform approach. Dr. Michael Mahoney, one of our National Faculty from Princeton University, told me on our way to the airport in 1988 after meeting with our faculty that we were trying to do too much. I replied with a sense of urgency, "We've got to. If we don't try for our vision now, we may never get the chance again." Our approach is borne out by recent research on implementation. For example, Fullan (cited in Saxl, 1989), suggests, "Changes small in scope are easier to manage but may have less impact on the school. They are also easier to trivialize or stop. Large-scale changes at first look harder to manage, but gain support because they place many people "in the same boat" (p. 5.19). At the time, however, our motive did not have anything to do with odds of success but rather with the odds of our having the opportunity for input again. We had to go for the "jackpot" despite our county's seeming lack of enthusiasm for innovation; we had even seen one of our communities force walls to go up in its open, progressive junior high.

This chapter describes the historical and political context that shaped this decision to "go for broke." I was a major player in this design process, and instead of trying to hide this fact, I have written the historical narrative from my personal perspective as an actor in the events it describes. I have tried to check my perceptions and recollections against documentary records and the reflections of other actors. In the end though, this is the story of Capital's creation seen through my eyes.

Early teaching experiences

My student teaching in 10th grade biology was an unsettling experience; I had just turned 20 and had a difficult time controlling the teenagers. My supervising teacher, the baseball coach, left me on my own after the first day due to the spring sports season, and I counted the days until graduation. I look back on my college training and often tell others, "I learned to teach by doing exactly opposite of what my education professors did in class." During student teaching I recall little "mentoring" or support from my college supervisor.

My first job out of college was in public relations which was followed by two years high school teaching. These years in a public school were also in isolation; I remember no names of any of the teaching staff. I do recall how frightened I was that I might not be able to live up to the expectations of our stern principal. When he interviewed me for the position, he shared the school's philosophy: "Firm, fair and consistent." I tried to follow those guidelines and taught like the manuals prescribed, but it was clear that my main job was to publish a bi-monthly student newspaper and yearbook on time and within budget!

For the next three years I held a position in educational public information at the college where I had graduated and where my husband taught. This was followed by a five year period when I stayed home with our children and which changed my teaching forever. Becoming a parent gave me a developmental perspective; I experimented with theory as I watched my sons grow. When I returned to the classroom after they were in school full time, I understood that telling alone was not educating. Only then, in 1974, did I begin to consider teaching as my profession. After twice venturing into another career, I discovered teaching to be livable, compatible with raising a family, and fulfilling. It is at this point that this narrative interfaces with the school's history. My position for the next 13 years was as an English teacher and yearbook adviser in Charleston High School, my alma mater.

Effect of the textbook controversy

The year that I returned to teaching was when the Kanawha County Schools textbook controversy took place. Early in the school year, we had to box up our new language arts texts and send them back to the county warehouse. The Board of Education president led a group of protesters who said that the books were invading their privacy and promoting unacceptable values. My priest and bishop were both instrumental in leading the anti-censorship response to this protest. One day there was to be a rally in support of the books. I recall going downtown, undecided as to whether I would join the march. When I saw my bishop leading the group, I resolved that even if my job would be in jeopardy, I had to show my support and take a stand. I too marched.

Months of controversy followed; I didn't grasp the extent of the textbook problem until my family and I entered St. John's Episcopal Church for the Christmas Eve service in 1974. On our church's red front door was a sign that said, "The Ku Klux Klan Is Watching You." At times I hesitated putting my older son on the school bus since some vehicles in another part of the county had been bombed. James Moffett's Storm in the Mountains (1988) chronicles the controversy from the censorship point of view but ignores the possible effect the conflict would have on education and the individual teacher in Kanawha County for the next two decades.

During the year-long text turmoil, teachers were stripped of their textbooks, robbed of free choice among teaching strategies and left confused about their roles as educators. John Lyons, Kanawha County's associate superintendent in charge of curriculum and instruction at that time, said that students' test scores hadn't suffered but he worried about teachers: "There still are teachers who feel they're being watched to the point they can't do their jobs. We want them to believe we're supporting them and they're not on a limb by themselves" (Haas, 1976, p. 7G).

Yet, Lyons and Robert Kittle, Kanawha County Schools assistant superintendent of curriculum and instruction, planned to develop "'program studies' for every major subject area as an attempt *to standardize all schools course offerings*" [italics added] (Haas, 1976). In a dissertation on the controversy, Candor (1976) argued that, "The general public had been reinforced in its ability to challenge institutions as big as the government with evidence pointing to public sentiment as the determining factor in both Vietnam and Watergate outcomes (p. 2). After the controversy ended, Candor (1976) observed, "The feelings of a loss of control over one's life and increasing bureaucracy in public institutions are being countered by a new social activist movement" (p. 2).

The consensus (Candor, 1976, p.6; Parker, 1975, p. 20; and Moffett, 1988) is that there was no single reason for the controversy but that loss of power was a factor. I see several interacting factors which may have contributed to the dissent: busing to achieve racial balance in several schools, movement toward multi-ethnic approaches, striking United Mine Workers, influx of outside groups (such as Ku Klux Klan and other right and left wing organizations), fundamental churches, and lack of confidence in national leaders. United Methodist Bishop Frederick Wertz at the time told Candor (1976) that he felt one reason for the trouble was the

> . . . sense of powerlessness born of the absence of an adequate voice to influence the decision-making process. It is more than an economic or cultural gap. It is a feeling of being voiceless and powerless. For some the textbooks became a trumpet for voiceless people, and the protest became an instrument in the hands of powerless people. (p. 23)

Even though I live only a few miles from some of the hollows where the textbook controversy broke out most violently, I do not feel part of the Appalachian culture described by some analysts:

> To understand why the book battle erupted here rather than elsewhere, why it broke with such violence and intensity, and why the storm occurred just when it did -- one must know the background of the Appalachian mountaineer: his fundamentalism, his fatalism, his religiosity, his fear of change, his frustrations, and his deep-seated angers . . . these are no ordinary people. They form a tinderbox of the old and the new in America . . . . (Parker cited in Candor, 1976, p. 13)

The Rev. James Lewis, rector of St. John's, described the protests as a "religious crusade as fierce as any out of the Middle Ages" (Candor, 1976, p. 173). As Lewis predicted, the textbook controversy was an event with long-lasting consequences.

> For people who are fearful of the fire of hell and ready for a fire which cleanses and purifies, the clean white pages of the now-famous

> books make good fuel. What they forget is that the smoke from such a blaze will linger for a long time in this valley. The pollutants of nearby chemical plants, which hover over the Kanawha River, may do harmful things to the body, but the fumes of burning books are capable of destroying a man's soul, the very soul the people want so desperately and passionately to save. (Moffett, 1988, p. 54)

Teachers were instructed to make sure tests were straight factual recall; we were told by the county administrators not to ask for writing that would have students examine their personal or home beliefs. Journals were completely out of the question. We were advised not to "touch" some books such as The Autobiography of Malcolm X. The ultraconservatives lost the battle of the books [the contested texts were ultimately returned to the schools] but won the war to achieve a type of self-censorship effect on the school system for years to come.

Candor (1976) concluded her dissertation with this assessment by a county principal,

> A great deal of frustration and confusion remains over what is or is not acceptable in the classroom. Many teachers no longer feel comfortable to use their professional judgment in the selection of instructional materials. They distrust the Central Office staff, the Board of Education and the community. They are afraid for their safety, peace of mind and even their jobs. (p. 198)

If the controversy did result from lack of power felt by parents and churches over the next generation's education, then the restructuring efforts attempted at Capital High School can be traced back to that time. The textbook controversy was one of those occurrences which shaped me into an advocate for and participant in teacher empowerment.

Shift to humanities approach begins

Within months of the textbook controversy the English Language Arts Secondary Supervisor resigned to become a consultant with a textbook company. Her replacement was Rebecca Burns, a personal acquaintance through college and church who had previously taught my older son. I respected her student-centered classroom which actively involved the learners. During the 1982-83 school year she asked the chair of our school's English Department to attend a meeting with her in Atlanta which focused on using a humanities approach to teach English Language Arts. She came back excited about piloting the approach with her 1983-84 class of accelerated seniors. I watched her lead them through history, the arts, and literature using content as a vehicle for teaching communication skills. She encouraged them to investigate areas in which they were interested; my son, now a college mathematics teacher, researched "Mathematics During the Middle Ages" rather than writing about the work of an obscure British author. Seeing him begin to appreciate more than science and technology made me believe that the humanities could be a vehicle for teaching these skills.

At this point -- ten years after the system had "given in" to some of the public's demands about the books -- seven Kanawha educators initiated a response to the increased district control over educational issues. A group of six of us English teachers and the county language arts supervisor, all of whom had been teaching during the controversy, discovered that we and our students had muted our efforts and expectations, partially from fear of further professional criticism such as that experienced in 1974-75. Burns (1984) reflected on our goal of critical thinking:

> Students seem too often to be passive receivers of information rather than active pursuers of knowledge. This may be a reflection of the 'Back to Basics' thinking of the 1970's and the fear that resulted from the 1974 textbook controversy in this school district. (p. 3)

We realized that pre-selection and removal of materials was a form of self-censorship. After we recognized what had happened to us, we were able to request assistance.

We wrote a proposal to the National Humanities Faculty (NHF) and were awarded one of 10 national Excellence in Teaching English (ETE) grants in January 1984 to rewrite the secondary curriculum. The NHF brought us into collaboration with university faculty over the following 22 months to help us develop a humanities approach to the teaching of English language arts that could eventually replace the traditional basic skills program.

When the supervisor had initially learned of the grant opportunity, she asked three teachers from each of the two high schools that were going to be consolidated to become involved in writing the proposal. I happened to be the junior level teacher selected from Charleston High. We said in the grant rationale that because of the textbook controversy our students had experienced "unspoken" restrictions and warnings during all of their public school education. They lacked critical thinking skills and were exposed only to "safe" works from the western civilization. We foresaw the need for global interchange and made our case by explaining that none of us had any background in Hispanic-Latino, African or Asian studies. Even our "contemporary" literature background was out of date!

<ins>Outside intervention propels change</ins>. Ben Ladner, chairman of the NHF, accepted our proposal from over a thousand applications. During the next months our team developed a camaraderie as we studied texts together, welcomed our faculty visitors and watched them teach our classes. *We* chose the scholar from a list the NHF provided after *we* had indicated our needs. The university teacher assigned reading which *we* discussed as colleagues during released school time the first day. On the second day the scholar would go to both schools and teach a class, so we could watch him model the approach. We were impressed that someone from the "ivory tower" could handle our

students; the high school classes in turn seemed flattered that they would be considered capable of doing what they saw as "college" work since a professor was teaching them.

We teachers were treated as professionals and nourished academically by the NHF; we were able to network with others through the ETE project; we learned that we could take risks as we gained confidence in our ability. After we finished the curriculum and received recognition as a National Center of Excellence by the National Council of Teachers of English (NCTE), we sensed that we had the prerequisite knowledge for making curricular decisions and sought opportunities to do so.

Our first challenge had been to modify the content of our language arts program and remove fragmentation. This was done by changing the traditional English program of studies (10th grade World Literature, 11th grade American Literature, and 12th grade British Literature) to one that was chronological, sequential and global in content. Pieces of literature would not be studied in a vacuum but would be linked to history and the arts of that era. Writing skills would be integrated.

After two years, however, the supervisor prodded us with a second challenge, "If this curriculum is good for your accelerated students, wouldn't it also be good for your other classes?" She had allowed us time to become comfortable with the new ideas, but not long enough for the changes to create a new status quo. She saw that it was time to change teaching techniques we had used for years, and she knew that by offering the humanities curriculum to all levels of students we would be forced to modify our instructional and assessment strategies.

As English teachers, we readily adopted the writing process and Writing To Learn techniques. Previous to the project I had gone to a NCTE Convention and participated in Janet Emig's workshop on writing across the curriculum. Her approach to assessment and student involvement supported my thinking about the writing process. Upon my return, I presented a brief in-service to our entire faculty. I remember how some of our staff didn't take me seriously and how ineffective I felt. Maeroff (1993a) says that their reaction is typical, "The lone teacher is often greeted with derision by colleagues who evince no interest in what the person has learned" (p. 513). With the ETE project, however, I felt supported as part of a team.

Confronting school politics. Our supervisor negotiated with our local graduate college to have the ETE team become humanities program mentors to a larger group of teachers representing each of the county high schools. We attended classes with the new "believers" and offered support for their implementation of the new curriculum. The plan was to increase the size of the "team" as a possible way to "sidestep the institutional resistance to change" (Maeroff, 1993a, p. 515). We were incidentally empowered; the ETE group began to see themselves as "sources of knowledge for their peers and as researchers capable of generating new knowledge themselves" (Maeroff, 1993a, p. 515). Eventually, the school board adopted our document as the official language arts curriculum; this in turn cemented our credibility.

Some of the other district high schools' English teachers, however, refused to change. Only one high school (out of 10) completely embraced the approach, and the English teachers there adapted it to their own use. Teachers around the county realized that they could not be forced to change. They might say they were using the approach on paper, but when the classroom door shut, they could continue to use the traditional, fragmented lessons along with separate grammar drill. The ETE team experienced first hand what research says happens: even though new programs may be created by teachers, there is little buy in from other teachers unless they have input (Fullan, 1990). After our initial draft, an enlarged curriculum writing team including music, art, dance, drama and social studies teachers fleshed out the program's integration of English, social studies, and fine arts.

One day after classes our ETE team went with our supervisor to a staff development session to explain the revised curriculum to teachers in a school which was most adamant in its position NOT to change. Our goal was to support her by testifying how well the humanities approach had worked with our classes, but their faculty demanded specific statistics in the form of improved test scores. We had no data to prove our case except the feedback we had received from our students who had gone on to college, so we read their letters of testimony.

We learned about the politics of education through this defeat; over five years later this school still has not adopted our approach; a type of "gentleman's agreement" evolved in which county administrators ignore theirs and other schools' noncompliance. When county teachers didn't sense control over the change in the approach to teaching language arts, they exerted the control they *did* have -- and that was to NOT change!

Need for consolidation

In the decade and a half following the textbook controversy, Kanawha County Schools' population declined from 48,000 to 39,000 (Records, 1975, 1990). When the textbook controversy occurred, the system (914 square miles) had 82 elementary schools, two for special education, one for juvenile detention, 22 junior highs, 11 senior highs and two career and technical schools, and by 1993, 34 had already been closed (Records, 1975, 1993). The board of education recognized that fiscally the county could not continue to operate such a large number of buildings while enrollments dwindled. With the proposed consolidation of two inner-city high schools into Capital High School, the board looked upon the new school as an opportunity to show county residents the benefits of consolidation.

Capital's "Educational Plan" (1986-87)

In the summer of 1986 a group of teachers from Charleston and Stonewall were asked to be part of a curriculum design group to plan for the new school. Three ETE team members along with several representatives from other disciplines in the two schools were invited to meet (with pay) for eight days and given the charge from the Superintendent of Curriculum and Instruction to "dream of the perfect school." On the second day, this curriculum administrator resigned. The group of 25 (half teachers and half curriculum supervisors for the county) decided to elect co-chairs to lead their efforts, and I was chosen as the teacher representative.

We read a few journal reprints about innovative schools, but most of the teachers relied on their combined experiences of what worked and what they would like to try. We managed to come up with a thick document which was given to the architect so he could incorporate the academic focus into his design. At the end of the period, we presented the plan to the board of education.

Curricular change. One of the selling points of consolidation and increased enrollment was that students could have a much broader choice of courses. To explain our ideas we used a graphic handout (which follows); we felt the essential part of the model was its interconnectedness and depiction of the student at the center. In the manner that "the media is the message," our curriculum and organization merge. I told the Board,

> After an initial, 'here we go again' [in reference to previous attempts to plan the school], we tackled the task. We learned from Day 1 that this Capital High will be different. This committee enthusiastically dared to dream. After discussion, argument, 'turf' battles and open input, this group voted unanimously in favor of the interdisciplinary, student-centered curriculum shown here. It was constructed from traditionally successful tenets to which were added modern advances essential for students in the 21st century.
>
> These modern advances include removal of barriers between previously isolated areas of study and integration of technology. Faculty interaction and

> curriculum connection will assist our students in their understanding of relationships between disciplines and ideas . . . . A blend of concepts, skills and principles, applications of technological literacy and life/career exploration will be based on individual assessment. (1986, August)

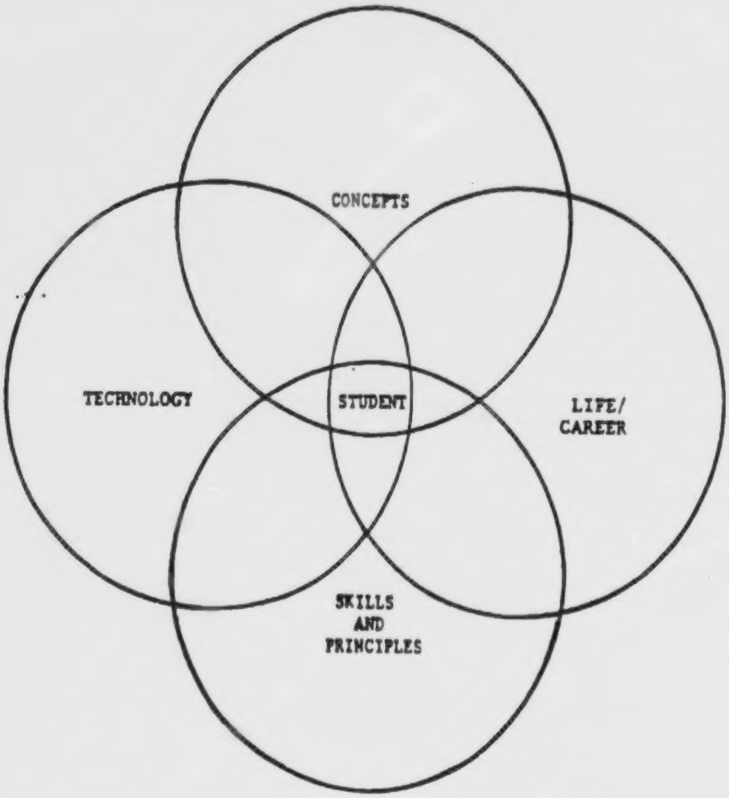
Handout to Board of Education August 1986

Capital High's curriculum design is a blend of concepts, skills, and principles, applications of technological literacy and life/career exploration, based on individual assessment, [and] is designed to satisfy varying student needs and abilities.

The concepts strand addresses interdisciplinary studies holistically. Divergent thinking is motivated as students investigate global topics characteristic of humanities and environmental studies. Interdisciplinary team planning and implementation, on and off site seminars, large and small group modules, and use of community resources are primary aspects of the concepts strand.

The skills and principles strand engages learners in concrete applications of concepts. Such non-negotiable fundamentals as reading, writing, speaking, listening, and computing are cultivated across all disciplines. Through this strand, students develop operational abilities requisite for future productivity.
The technology strand integrates processes generated from knowledge gained through previous learning with technological awareness and experiences, the advantages of which are increased rate of learning and access to information. For example, a student uses a word processor to compose a poem about a concept discussed in American History. Through use of technology in program implementation, every graduate will be provided the opportunity for preparation to function in a technological world.

The life/career strand guides students into life-long learning as all disciplines emphasize the importance of concepts, skills, technological literacy and career planning in preparation for life. Additionally, guidance, advisor/advisee and year-round wellness programs contribute to the life/career strand. Finally, the fifth school day offers opportunities to explore a variety of future roles in the community through carefully planned activities such as volunteer services and mentorships.



When we planned the school, we first attempted to identify outcomes and worked backward from that. We saw the Capital graduate as: an active learner with intellectual curiosity; a critical thinker; an appreciator of the arts; a person involved in the community; an effective communicator; an independent thinker who was self-confident and had a sense of ethics and sense of direction; and one who had familiarity with the history and literature of many cultures. S/he also would be technologically aware, motivated and computer literate, would have life-long learning skills, be able to make connections among humanities and science and technology, demonstrate civic and global responsibility, be physically fit, and would have developed decision making skills (Blackwood, 1986).

Alternate delivery. We suggested a complete restructuring of the school time. One other county high school operated with a modular schedule, but we decided that was not what we wanted. Completely breaking with tradition, we saw Capital's alternative delivery providing curricular relevance and time for professional development and planning:

> Our school week consists of extended hours on four days with the fifth day to be used for academic enrichment for students and community involvement. Teachers will have scheduled hours for their staff development work on the fifth day. For example, under an academic dean, interdisciplinary groups of teachers, one for each grade level, will be planning the integration of student learning experiences. They will constantly review and improve the blend of the four educational strands in their classrooms. At last they will have the time for designing enrichment projects for the students and their own staff development.
>
> Student enrichment activities on that day represent extensions of academic classes and are closely integrated with course work. For example, students could explore careers through mentorships or actual jobs; they could choose to be

> working at a paying job in the distributive education or business education program; another option is doing volunteer work as a candy striper in a hospital or assisting in a nursing home. Some may spend the day doing independent research in the library or writing a computer program; others may need to complete some remedial work. The options are many, but they will be based on the student's individual need after an assessment. (Blackwood, August 1986)

Interdisciplinary focus. The planning committee believed that students needed to be able to make connections between the content disciplines. In the introductory presentation to the board I said,

> What does this integrated curriculum really mean? . . . With the student at the center, all aspects interact through their individual strands, complimenting each other whenever possible. Subjects are not isolated as in the traditional curriculum. All four strands are addressed in all areas . . . . Students are making the connections [in the ETE program at Charleston and Stonewall Jackson] and seeing the relevancy of what they are learning. Basic skills are not forgotten, but they *just* don't happen. The student becomes an active learner as we address the critical thinking skills in a slightly different manner . . . . (Blackwood, August 1986).

I still recall mustering all the dramatic ability within me as I concluded: "By adopting this curriculum concept, we will not be taking 'baby steps,' toddling into the 21st century, but we will be striding boldly, assured that the next generation will be able to function in this complex society" (Blackwood, August 1986).

This debut of Capital's innovative ideas went smoothly, but then the real work began. Secretly I worried about how our ideas would translate into reality, but I kept shoving that thought to the back of my mind.

Our district has a history of rapid turnover of superintendents. In West Virginia, county residents elect local boards of education for staggered terms. They are ultimately responsible to the West Virginia Department of Education and State Superintendent of Schools. Superintendents are selected by the boards and serve at their pleasure with varying term lengths. Contracts are frequently "bought out" to facilitate a change in leadership.

Dr. Richard Trumble, hired as superintendent within months of our original planning, was charged with opening the school according to participants Ditty Markam (personal communication, December 3, 1992) and Doug Walters (personal communication, November 15, 1992). Bringing with him an agenda for change and an interest in teacher input, he supported our efforts during the critical four years he stayed in the district (1986-90). The majority of the board of education members at that time supported the innovative ideas that Capital teachers had planned. Only later did I learn that their openness to our ideas was partly because they felt we would be more likely to come up with something new than the central office administrators would at that time (D. Markham, personal communication, December 3, 1992).

Superintendent Trumble came from a district which had experienced change as it incorporated technology; he recognized the potential that the ETE program had of being expanded into an interdisciplinary approach (D. Walters, personal communication, December 17, 1992). When time came later that academic year (spring of 1987) to start detail planning, he chose Doug Walters, director of staff development, to coordinate the academic and physical plant design of the Capital project. Former board member Ditty Markham said, "He [Walters] was a 'safe' choice [to lead the school's planning] . . . . We knew we had to have a model of consolidation to sell the concept to the rest of the county" (personal communication, December 3, 1992). She referred to both Richard Trumble and Doug Walters as "visionaries" chosen specifically to get the school operational. Because of my role on the Educational Planning Committee, Doug Walters asked me to accompany him to Denver, CO, to visit several restructured schools and meet potential consultants. Two months later we returned to Denver for a "Reconnecting Youth" conference where I gave a presentation on our humanities approach. This time, several members of the county curriculum task force accompanied us for the conference and visits to innovative school sites. We saw schools actually implementing what we had dreamed of and knew then that our ideas could work.

Teachers chosen to plan pilots. Doug Walters believed in participatory management of the Capital project and chose Nancy Reeves (one of the other ETE teachers from Stonewall Jackson) and me (representing Charleston High) to became pilot project coordinators, bringing with us an agenda for teacher empowerment. Our job was to convert the Capital dream into reality.

Board members were distrustful of central office "good old boys network" and chose instead to empower the "Three Musketeers" referring to Nancy Reeves, Doug Walters, and me (D. Walters, personal communication, November 17, 1992). Ditty Markham said that several board member's had experiences that made them have "very strong feelings about teacher empowerment . . . . " (personal communication, December 3, 1992). The board president's wife and mother were both teachers, and another member had been a teacher herself.

Offered the position of chief planner for the new school, Doug Walters agreed on the basis that he also could continue in his role as director of staff development. His influence on teacher empowerment cannot be understated. He worked with the architects, the two pilot projects and the curriculum planning committee for almost three years before the school's opening.

Never before and never since has the county spent so much money on staff development for a selected group as they did on training the Capital faculty. Teachers worked on an equal status basis with curriculum specialists in language arts, social studies, foreign languages, science, mathematics, special education, industrial arts, home economics, physical education, and the arts. Because of the board's insistence on and superintendent's support of a new model of schooling that would convince the county residents of the advantages of consolidation, this effort received more financial and administrative support than it would have under different circumstances (see Appendix A for chronology).

I recall no point at which we teachers felt coerced or had our new-found voice in curriculum and instruction undermined. The content supervisors were co-learners, and because they played no role in our evaluation, we did not look upon them as our "bosses." At that point, because we were "in the trenches," the board listened to teachers' voices more attentively than those of supervisors. In the absence of a district level curriculum officer, the director of staff development modeled the role of facilitator as he coordinated the entire effort. This arrangement allowed us to feel complete ownership of the process and product.

Pilot projects established in year two (1987-88)

We worked on the overall plans from March through August of 1987 to get ready for the two pilots. From this point until the school opened, we also had intermittent assistance from four national consultants: Ed Larsh (Denver, CO), Linda Damon (Denver, CO), David Wallace (Arlington, VA), and Marian Liebowitz (Lawrenceville, NJ). They were influential in helping us refine our ideas about the change process, how we could become better teachers for a larger number of students, and how we could help our teenagers see connections among the disciplines. The public was kept aware of our efforts through newspaper stories and parent meetings.

For our pilot, approximately 100 sophomores at both schools were block scheduled for four periods in a type of "school-within-a-school environment" with interdisciplinary (English, social studies, arts, mathematics and science) team teaching. Several of us from the ETE project believed that the humanities delivery could be greatly improved by scheduling social studies and fine arts teachers as teammates. We felt that teachers could provide the environment and stimuli that would help students make connections, and an ILT structure would facilitate the process.

Understanding the subtle difference between interdisciplinary curriculum and integration required time and reflection. Nancy Reeves explains: "Interdisciplinary is the type of curriculum; integration happens in the mind." Our ultimate goal is integration.

Only after the decision to team was made did we begin to consult the research; at that point, the literature focused on middle schools, so we didn't know how well the team approach would work on the secondary level until we tried it. Results from our pilots confirmed our belief in teaming.

During the first pilot year, only one real conflict emerged; that happened when both parents and teachers of the gifted at Charleston High balked at the use of cooperative learning. Some felt that talented students' scores and chances for scholarships would be decreased by grouping them in learning activities where they would be "slowed down" by lower achievers. One mother emphasized her displeasure with stressing concepts rather than memorizing "Trivial Pursuit" type content. She challenged me to provide evidence that our new approach was better. In vain, I recited the rationale in our handbook that dealt with the value of life-long learning skills and accessing, processing and communicating information -- our rewriting of the traditional version of the teaching/learning model. This objection made us aware of the need to seek a curriculum with both affective and cognitive benefits.

During that first pilot year, we learned to look at issues differently and regrouped subjects in non-traditional ways to help students see curricular intersections. For example, we used Science, Technology and Society (STS) approaches in a sophomore interdisciplinary unit on bioethical decision making. Perhaps the most successful thing we learned was how well the mainstreaming of special education students worked. Ten Charleston High students had never been in a regular classroom before, and with the support of a special educator in a "collaborative/consultative model," they actively participated in all the pilot activities. As a result of this experiment, the interdisciplinary program the following year included mainstreamed special education students at both schools.

I maintained contact with the NHF which had since become the National Faculty (NF), hoping that the whole school might connect to their training and possible grant money. The organization's president read the proposal for Capital which I sent him and said, "It is a wonderful blending of a great array of disciplines and materials -- with the student rightly at the center" (B. Ladner, personal communication, April 28, 1987). The following summer (1988) the NF would assume part of the training for the newly selected Capital staff.

Our underlying belief was that those carrying out a task needed input into the task as well as responsibility for its assessment, yet it was difficult for us to accept the empowerment. The pilot teachers did accept this challenge when they were asked what they needed to make the program "work." At their request an additional staff member was brought in to assist in the mathematics instruction.

The district design as it related to Capital's plan. During the first pilot year Superintendent Trumble hired a national consultant, David Wallace, to work throughout the year with a Curriculum Task Force of K-12 teachers and the curriculum supervisors to create a "Core of Common Learnings" or outcomes. Three of us from the ETE project and several others who had been on the Capital Educational Planning Committee were invited to be part of this group. We met evenings and weekends, pouring through programs of studies to find the "essentials" we felt our students needed. We ended up with a document that was filed away, but there were other benefits of the study besides that and the graduate credit.

Those of us from Charleston and Stonewall finished with a much better grasp of pedagogy and curriculum. More importantly, we came away with a research-supported commitment to make our new school different and better despite moments of informed pessimism and cynicism! (This was also where we struggled with a new issue -- the use of technology as a tool rather than an end in itself.) From the knowledge and experience gained in the ETE project we brought self-confidence and a reputation for successful interdisciplinary approaches. After we were involved with this task force, we became even more convinced that integrated curriculum should be one of the goals of the Capital delivery model.

What we gained from this year-long study was a better understanding of the entire educational process. The elementary teachers brought those of us in secondary schools an awareness of the whole learner. We began to exchange ideas cross county and cross grade level and debated issues with the content supervisors. At the same time, a subgroup of us continued to work on refining the original Capital curricular design.

Management team assumes control (1988-89)

Year three was taken up with months of intensive planning for the new facility. It was during this time that a Management Team (composed of Nancy Reeves, Doug Walters, me, the other two deans, two counselors, the principal, two assistant principals and Media Center director) expanded upon the plan envisioned by the original planning committee two years earlier. In an unprecedented action, the deans, two counselors and the principal were released full time for 12 months to prepare for the school's opening. The pilot projects were enlarged to include all sophomores and juniors at each school.

Goals to accompany the mission statement. In order to help our students reach the outcome stated in our mission statement, "To develop and nurture a community of learners who can live as productive, thoughtful citizens of the 21st century," the Management Team proposed the following goals. How we planned to accomplish them is briefly described within the brackets.

> To encourage intelligent behavior by upholding and modeling high expectations for achievement." [An overview of Teacher Expectations Student Achievement (TESA) training was presented to all with those interested in learning more taking a free graduate course. In addition, we felt if teachers demonstrated high standards this tenet would be reinforced.]
>
> To provide each learner a personalized education in an environment which systematically takes into account individual student characteristics and effective instructional practices." [To achieve this, counselors would help each student develop an individual educational plan; the teachers would learn strategies that would actively involve our learners.]
>
> To foster the spirit of inquiry, students will access and process information as they become critical thinkers and life-long learners. [See the following section for an explanation of how we planned to accomplish this goal.]
>
> To provide an atmosphere where students feel free to explore and develop their individual strengths, talents and values, while understanding and accepting the values and talents of others as they seek to come to terms with their environment. [We saw individual teachers nurturing students within their classrooms and had no specific method of promoting this goal.]
>
> To prepare students as global citizens who work cooperatively, responsibly and productively within family, business and community. [This could be achieved through the ILTs, life management courses, and service learning.] (Capital High School Planning Committee, 1988)

Nowhere in these do we mention content but rather stress the process. We felt that "learning how to learn" in the long run was more important than the facts accumulated from textbooks. It was not that we felt we had all the answers and did not need the resources; we finally realized that, given the exponential growth of the knowledge base, it was futile to hold students accountable for remembering specific tidbits of information. Neither were we tossing out the canon of great literature, for we felt there were certain ideas within the volumes that held universal truths.

Information accessing and information processing. As a substitute for the traditional texts and fact-centered curriculum, we proposed one which would help students learn how to access, process and communicate information through the assistance of new technologies. All students would be expected to use the computers to produce their papers from the tenth grade onward. They would also learn how to gather information to be used in constructing their own computer data bases. Within the Media Center they would be able to access the encyclopedia and magazine summaries through CD Rom and laser disks. Students would use the Virginia Tech Library System (VTLS) instead of a card catalog to access other school libraries, the county public library, and eventually connect to all state networked libraries.

Interdisciplinary Learning Teams (ILTs). By this stage, the Management Team had decided to organize the humanities teachers into Interdisciplinary Learning Teams (ILTs) that would operate as "schools within a school." Juniors and seniors would be enrolled in a two period block that was team taught, while all sophomores would schedule for a three period block that also included biology. Through this structure they could see how disciplines were connected, and they would have a "home base" of teachers who had the same students in common.

Our idea was specifically explained by Nancy Reeves in her position paper statement February 2, 1989. By then, we had been able to translate our intentions into a tangible plan:

> At the heart of the school's concept is student-centered curriculum, aimed at proactive learning. Fields of study are organized around three divisions, or 'houses': Humanities, Life Management Sciences, and Science/Math/Computer Sciences. Unlike traditional programs which call for general education, college preparatory and business/vocational concentrations, the division approach opens opportunities for students -- regardless of their post-graduation plans -- to elect a field of study or 'house' major.

During the previous months Nancy Reeves and several others of us had been part of the county-wide Curriculum Task Force. Through that sustained and guided experience we identified the research which legitimized our planning committee's intuitive ideas. She continued her explanation of our philosophy:

> The focus for the integrated curriculum . . . is the humanities, which establishes vital connections among education, culture and experience. Students gain an understanding of themselves and the world through consideration of patterns in language, literature, history, philosophy, fine arts, and the implications of the sciences . . . . (Reeves, 1989)

During 1988-89 we also began sharing our change experiences with 17 other schools across the country as part of the Restructuring Consortium sponsored by the Association for Supervision and Curriculum Development (ASCD). Our first hand acquaintance with nationally known reformers who served as consultants for the Consortium made an indelible impression on us (see Appendix B for complete listing). We recognized then we were on the national "cutting edge" of reform.

During the year before the school opened, I served as an unofficial "record keeper" and have notebooks of committee minutes, clippings, correspondence, position papers, and journal entries from me and others on the ASCD Restructuring Team. One entry before the school opened (1988) foreshadows what was going to happen the next year. In it I wrote that the principal and I had gone to the state superintendent of schools to request waivers for flexible scheduling. We were told then that mandated time requirements for Carnegie units had to be met. Today, however, Senate Bill 1's section 18-5A-3 grants "authority and procedures for local school improvement councils to request waivers of certain rules, policies, and interpretations." Capital administrators have yet to take the steps to apply.

When the Director of Staff Development decided that one way to entice selected staff members to change would be by offering them the incentive of a free advanced degree, he contacted the dean of the College of Education at a local graduate school (COGS). Both pilot project coordinators and the director of staff development met with college administrators and faculty to plan a specialized master's degree which would use an action research base and model the student-centered delivery. Knowing that teachers' intellectual growth and that of their students need to go hand in hand, many of us chose to participate in the degree program. Here we learned how to teach our content using the latest research in pedagogy such as utilizing learning styles and student-centered approaches.

Those who participated in the summer training received graduate credit; about 35 started the entire master's program, and 8 completed it. Their final research project/symposium was an assessment of Capital High School one year into its operation (Assessment of Capital High School as a step towards school improvement, 1991). Three of this study's participants were among the graduates.

Final curriculum selection. Concurrent with the second year of the two pilots was work by the new staff in revisiting what they saw the Capital graduate looking like. By asking the recently chosen faculty to do this, the assistant principal for curriculum and instruction hoped to enlarge the circle of curriculum developers. This process was planned to generate greater commitment to ensuing changes.

Information then fed into on-going divisional discussions about how our curriculum could support those outcomes. Each dean met with teachers in the curricular areas to brainstorm classes they would like to teach; these then were submitted to the assistant principal who worked with Nancy Reeves to desktop publish the first curriculum guide. We were sanctioned by the district to become the only secondary school to have our own curriculum publication; while we continue to generate our own booklet, other schools use the generic county-prepared booklet.

Capital's initial curriculum guide included many dual listings such as desktop publishing, electronic (MIDI) music, and communications (all cross listed in humanities and science/math/ technology). We also originally described the costume design class being co-taught by sewing and theater teachers while musical theater would be taught by dance and vocal music teachers. We prided ourselves in new humanities classes such as Black American Studies, Journalism/Photocomposition, Desktop Publishing, and several courses in the arts which were not offered at any other of the county schools.

Each year a few new experimental courses are added as others are deleted or put on rotation. The process for doing this is for teachers to submit ideas and course descriptions which are reviewed by the assistant principal and then submitted to the county for final approval. (Planet Earth and geography are among some of the later courses added.) To adhere to a student-centered philosophy, the school uses as its final criteria for offering a course whether it has at least 15 students register for it.

New roles. We created several new positions for teacher leaders as program directors within the restructured framework. Because of state pay restrictions, they would be categorized as regular teachers but would have slightly differentiated duties. There was also to be a full time curriculum aide in each division to free teachers for more important duties.

Each divisional dean was to teach half time and be responsible for a variety of administrative and clerical tasks. According to the job descriptions (which the Management Team wrote), deans were to be directly involved with overseeing the instructional areas in their divisions, provide support for teachers, and were to report directly to the assistant principal for curriculum and instruction. We also locate external funding for our programs and frequently act as public relations agents. The three divisions are: Life Management Sciences (special education, marketing, cooperative education and physical education), Humanities (English, social studies, fine arts, performing arts, and foreign languages), and Science and Technology (including mathematics and business education).

Deans were to serve as "curriculum assistants" replacing the usual department chairpersons. Evaluation was never intended to be one of the dean duties because we wanted more of a "peer coaching" than a clinical supervision type model. We were to be certified in more than one area (with at least one certification being in a divisional subject), possess computer literacy, and considered a "master" teacher. Evidence of enthusiasm for learning, flexibility, and continued personal growth (including a master's degree) were also listed as qualifications. The title was new to the district and carried regular teacher pay, but the total contracted salary for deans was higher due to an extended year (20 more days employment).

Year one of Capital High School (1989-90)

Gross misunderstanding existed on where the $23.5 million for Capital originated; few understood that it had been state Better Schools Amendment money which had grown substantially because of high interest rate investments during the 10 year conflict over site location. Some felt that their individual community schools were being slighted to build a showcase for "inner city kids" who they predicted would soon destroy it. Money used for construction, however, could not have legally gone to other schools in the county for their improvement.

Student body makeup as a factor. During the first year we attempted to promote Advanced Placement classes by allowing them to be offered with a smaller minimum number. In order to have an academically oriented school, we felt that there had to be a large enough mass of high academic achievers who would be drawn by accelerated classes. The two schools had previously suffered a "brain drain" which pulled many of their most academically talented students away to another high school in the district that had previously been named a National Exemplary School. At Capital we knew we would house many special education programs and sought a balance between these programs and those for the academic achievers. (At one point the county was considering a move to the magnet approach with Capital being a site specializing in the arts and technology, but this idea was abandoned after a bond issue failed.)

During the opening school year I taught one photography class and dealt with a variety of day-to-day problems as dean of the Humanities Division. The deans met with the assistant principal for curriculum and instruction on a regular basis and visited classes to observe -- not evaluate -- teaching and learning. In January, due to my involvement in the Capital project and curriculum development, I was chosen one of five 1990 Christa McAuliffe Institute Educators. Through this on-going association with other teacher change agents, I have been able to meet national authorities like Howard Gardner, multiintelligence specialist, and Gene Maeroff, author of teacher empowerment studies. This national recognition opened many doors for the school and me such as establishing initial contact for the Kellogg $80,000 community service program grant.

Effect of teachers' strike. It was also during these first few months of operation that the school experienced West Virginia's first teacher's strike. Instead of destroying the groundwork for teacher cooperation by pitting members of one union against another and against those who chose not to participate in the strike, the strike instead united them against a common enemy: the legislature, which all agreed had neglected educational issues too long. In one of her ASCD journal entries, Carla Williamson said that it was ironical that something like a strike would help our teachers bond as a team. She wrote,

> Although I cannot advocate strikes, this one did have some positive side effects. This became an opportunity for our teachers who did not attend school training to get to know one another . . . . It's amazing! A picket line brought more unity. (March 26, 1990)

Both the West Virginia Education Association (WVEA is the local affiliate of the National Education Association) and the American Federation of Teachers' local affiliate claim Capital teachers as members. During the strike they and others throughout the state banded together to exert pressure on the legislators to bring about salary increases and other educational reforms. Although the former WVEA president is on Capital's staff and served as Faculty Senate president during the first three years of the school, there was little union activity or talk on site.

Following the strike, the West Virginia Department of Education was directed to adhere to guidelines provided in the 1990 Senate Bill 1 which fosters site-based decision-making. In addition, there was a $5,000 pay raise over a three year period plus funding to establish faculty senates in each school. The legislature also sponsored a series of Education Town Meetings across the state which resulted in a student Code of Conduct.

Even though his office is located only five minutes away from the campus, the West Virginia Superintendent of Schools reacts infrequently with Capital; he only became fully aware of the extent of the school's innovations through a national presentation I made at the Educational Commission of the States in 1991 in Denver, CO.

Our association with ASCD's Restructuring Consortium continued; we even hosted a California team in our homes prior to the spring meeting. Despite our recognition as a model high school of the future by the United States Information Agency, which picked us to be represented in their traveling exhibit, and our securing thousands of dollars in grants, we nevertheless lost several staff members due to district budget cuts.

When further school closings were eminent and the composition of the board changed, Superintendent Trumble began to lose favor and was asked to resign. His former deputy superintendent assumed the leadership position after serving as acting superintendent during the interim.

Year two of Capital High School (1990-91)

During the next term the deans had more classes so our salaries could be paid for by the state formula. (I taught two computer classes for students needing writing assistance and co-taught two journalism/photography courses.) Our role in curriculum and instruction was hampered due to our not meeting with administrators on any sort of regular basis. We completed our final year's association with the ASCD Restructuring Consortium. Staffing cuts continued despite more grant monies being generated by teachers.

Superintendent Trumble's replacement also lost board support (over a forced racial integration policy he advocated); he resigned as a matter of principle when the board refused to back his decision. The former assistant superintendent, who resigned the day the Educational Planning Committee began meeting, became the acting leader.

Year three of Capital High School (1991-92)

The rhetoric and propaganda of the school became a litany of what we were trying to do; I had written much of it and repeated it myself during presentations and tours. But behind my outspoken statements lingered concern, "Are we really doing what we say we're doing?" or "Are we saying it, thinking it, but not really changing?" During the third year of the school I took unpaid study leave to complete requirements for my doctorate and gain some perspective on what had happened at the school. The year away from my job not only provided me with skills to study the school, but also it created a psychological "distance" which I have been able to maintain through my regular writing of dissertation logs. Throughout this manuscript I have inserted comments which I feel are appropriate. In this way, as a participant in the change process and as a product myself of teacher empowerment, I hope to bring some personal insights to the research. I began my formal field research in May 1992.

Year four of Capital High School (1992-93)

In Kanawha County four superintendents have served during the four years of Capital's existence. More recently, the current board asked the superintendent who had been serving for less than a year to resign (March 1, 1993); they bought out her contract and appointed the district's treasurer to serve as acting superintendent. On July 1, 1993, the most recent superintendent, a former elementary principal in the district and open supporter of site-based management, began her term.

As of summer 1993 the board's composition includes only one of the five original members it had when Capital opened. (He serves as president and is completing his 4th year of a 5-year term.). Two are members of Save Our Schools (SOS) and were elected through support of this anti-consolidation organization. One other member has been described as "independent." After another member resigned in January 1993, the board selected another SOS member who withdrew her name only hours before being sworn due to possible conflict of interest. A Marine officer was then named to fill the unexpired term. At this point the board's perceptions and beliefs about Capital High's philosophy are uncertain; four of the five are up for reelection.

The district level administration has been the one constant in the larger framework of our educational leadership. Kanawha County's hierarchical structure during the time of the study was criticized by the press and public for the large number of unfunded positions according to the state formula. It included a deputy superintendent, several assistant superintendents, treasurer, associate superintendents for elementary and secondary schools as well as content specialists and other support staff. During the controversy over the past superintendent, it was learned that she had given 47 of these county administrators three year contracts instead of the usual annual ones. Board members signed and approved these, but later revealed that they hadn't read the contracts!

Because the school has continued to raise its student test scores, county administrators have left Capital's academic program alone. If the scores start slipping, however, pressure from central office would be felt in terms of removal from "favored school" status. During the most recent 1993 budget/staff cut, the assistant principal for curriculum and instruction spent three days writing the rationale for continuing programs that might be in danger of being affected due to the budget problems. So far Capital has kept the same principal, assistant principals, deans and the nucleus of our ETE team.

In an interview at the end of school this year the former board member who is now on Capital's staff wondered out loud if the emphasis on making real changes in education would continue if the assistant principal for curriculum and instruction were to leave. After a moment, she said that if "one of the good old boys" took the position, there then might be just enough cause for the staff to rally and exert their control of the school's curriculum and instruction (D. Markham, personal communication, June 18, 1993). This would parallel what Sergiovanni (1989) refers to as "moral outrage" when something blocks people from reaching their vision. Whether the staff could continue in its innovations in curriculum and instruction without an administrator to "run interference" remains to be seen.

Many educators and visitors revel at Capital's attractive school facility with the latest equipment, but we always tell them that the most important thing is that the architecture of the building reflects the curricular design and assists student-centered delivery. In the following chapter, I describe teacher perspectives on use of the facilities. Not only did the faculty have input into the original physical plan, but they also continue to exert their empowerment through use of the school's spatial features.

Chapter 2

Physical Characteristics of the School, Effect of Spatial Arrangements on Curriculum and Instruction

> **"I think rooms have personalities. We have one room that we rotate into that reminds me of a prison. It's very dark. It's got two small windows, and nobody loves that room or decorates the bulletin boards. We hate that room....**
>
> **When we sit down and do our planning, the first thing we do is mark in the plan book which rooms we'll be in. So that we know what kind of space we have to work with because that does limit you. It would be nice to say, 'I'm doing this. I need this room this day. But unfortunately you're not able to do that, so we pattern pretty much the types of things that we present around the space that we have. For example, giving a test in 220 [humanities center] -- unless you send all the kids to carrels and individual tables -- is a little bit of a pain in the neck ... but it's easier to give that in 207 [double sized room]. We sit down and look at what we want to cover and decide how long it's going to take us to cover it and divide up our periods accordingly."**
>
> Lorraine Hall, 12th grade ILT

Overview of chapter plan

Designed with input from a 25-member teacher/curriculum specialist planning team, Capital is unique in that the curriculum directly influenced the architectural design. In most cases, school architects begin with traditional school models, add some creative touches, and present the design to the board of education for their approval with little, if any, teacher input. Rarely are those who use the facility asked for their ideas regarding spatial features in the physical plant. This chapter provides an overall picture of the facility, describes how teams are learning to operate within it, and evaluates the effect the physical plant is having on instructional delivery and teacher empowerment.

Teachers' dreams become reality in unique facility

The eight days teachers spent planning the school in 1986,resulted in a design which had features costing much more than the $23.5 million allocated, but we had been told that the board would adjust expenses after our program input. Although some of the amenities we had hoped for did not materialize, our basic ideas were kept. When cuts had to be made, however, the board -- as the official contracting agency -- did not consult the planning committee. Members of the Management Team were asked to make a few decisions, but usually we had no idea when or by whom modifications were decided. Only after we arrived on the scene did we learn about some of the alterations.

The final structure (see Appendix D for floor plan) has complete accessibility for the mobility impaired and looks more like a community college than a high school. It is actually two red brick structures joined by covered breeze ways. From the highway the school looks like a sprawling complex with an institutional character. Its two-story "academic wing" houses the Humanities Division rooms, administrative offices, school store, counselor's suites, language labs, main computer lab, and mathematics and business classrooms along with the "little theater." Architects met our request for room flexibility by combining movable standard student desks, carrels and table seating.

Where the structure changes to a one floor level, the Science Technology Division wing begins with traditional classrooms/labs plus a science center. This large area is another version of the humanities centers with multiple lab stations and includes a section furnished like a classroom. Attached are the greenhouse, aquarium, lab preparation rooms, and the live animal facilities.

Located in the second building across a short breezeway are Life Management Division classrooms, the district television studio (used for our daily student-produced news shows and special features), day care center (for our students' children and the general public), and community schools suite. Behind this is a wing which composes almost a fifth of the entire structure where the technical/vocational section was to have been. Each of its four sections has a large room, offices and classroom attached. Fondly dubbed "Egypt" by the staff who teach over there, construction of this area was financed by state vocational money. However, the allocation never came through for furnishings or equipment. The result is a "hodge-podge" of desks and chairs. Currently these suites are being used by the Elk Electronics group (a district adult education program), special education, driver's education, and technical physics. One section even houses two base rooms for tenth grade science teachers.

From the beginning, the planning team felt that in a "high tech" environment students should not be separated for vocational training. We reasoned that if the facility offered technology instruction for the 21st century on site, then there would be less tracking and higher expectations for all. College-bound students could also take hands-on classes such as electronics without sacrificing a full three hours of their academic schedules to go off campus to a vocational school. Planners believed that this approach would tend to raise overall standards while removing the vocational stigma.

To support this part of the curriculum, planners decided that all sophomores should take a semester-long Explorations in Technology (ET) class. This hands-on survey course would allow students to sample the latest technologies. Two-week modules explore topics like rocketry, desktop publishing, robotics, video production, electronic keyboard music and so on. Two previous industrial arts teachers completed an unfinished "shop" type area to accommodate this learning stations approach.

Adjacent to the ET area are two art rooms, the music practice areas, dance studio and theater. Having only 750 seats, the theater was designed by the Director of Performing Arts to accommodate guest speakers, plays, music, and dance performances. At times it has been used for all-school assemblies (such as the Students Against Drunk Driving) with less than pleasant results due to the overcrowding. When the administration by-passes guidelines set by the performing arts teachers, struggles occur over who uses the theater. Constantly aware of broader public relations issues, the principal yields to requests from his superiors, and occasionally vetoes staff decisions for what he calls "politically practical" reasons.

Another area of conflict over space utilization exists with the Director of Community Schools who is also the summer school principal. He and the regular principal openly disagree about their basic management philosophies and practices. Their authority decisions are based on a "gentleman's agreement" that says time of day (or school year) is the determining factor.

A large glassed-in "commons" area (cafeteria) sits between the theater and physical education area. Here students gather to socialize and to eat. Because the planners wanted to encourage faculty-student interaction and informal supervision, there is no separate faculty dining room. Many teachers sit with student groups at lunch, but a few join administrators who usually occupy corner tables. This section is also used for student dances and a broad range of receptions.

The gymnasium lies next to the commons and is the only location in Capital that can seat the entire student body. In here, however, the acoustics are poor due to the cavernous nature of the playing area. On the upper level is an auxiliary gym that can accommodate wrestling matches, volleyball or a basketball game while the main area is being used for another activity.

Outdoor tennis, basketball, softball, soccer, and baseball fields extend parallel to the long parking lot. To the back of the building are mountains with a nature trail; on the other side lie the rolling greens of the previous golf course. Across the road from the front of the academic wing is an "Ecoplex " (wetlands area fostering the natural environment) which opened in 1993. Formed by natural springs and drainage from the school site, this area is handicap accessible.

The Media Center with its pagoda-style shape juts off the science wing into the large inner courtyards forming a visual centerpiece for the complex. Inside, visible technology construction and flexible multi-use design units accent its open environment. Several smaller areas are attached including the seminar rooms for our distance learning classes and electronic networking, media production work spaces and yearbook office. Anyone who teaches classes in here would learn, as I did, that the traditional role of a teacher would have to change. With the large number of distracting stimuli (sometimes two other classes and a constant stream of visitors), I had to plan for my students' active involvement so they would ignore the noise and movement. Soon students realized that they had to be their own knowledge makers and welcomed the multiple resources immediately at hand.

The institutional look from the outside is nowhere apparent from the inside vantage point. Courtyards are paved in colored concrete with geometrical designs; a fountain in the center has benches around it. Here special activities like the Medieval Fair and Courtyard Carnival find natural environments behind Greek style columns and porticos or among the landscaped greenery. During lunch students play football and hacky sack or sit at the park style tables.

Importance of internal design features in affecting change

The external features of the building are attractive, but the physical features within are the ones shaping the instructional program. Teacher planners who had been part of the two pilots experienced the need for various sized internal areas to facilitate different learning situations. At the old schools they used available small and large group areas in combination with the traditional 25-30 seat classrooms. In the new facility they specified humanities centers that would accommodate three regular classes in all types of learning activities. The Large Group Instruction (LGI) "little theater" resulted because teachers identified a need for a smaller, more intimate "auditorium" to house reader's theater, combined lectures, class productions, ILT guest speakers, teleconferences and videos for large groups. Seminar rooms were requested for smaller group discussions. The bulk of the classroom space, however, remained the standard 25-seat classrooms.

Once teachers moved into the building, they were challenged by the reality of the design. There just were not enough individual classrooms for teachers to teach in the traditional way. We had a hint of this difficulty as early as nine months before the school opened. I mentioned the potential for problems in a journal entry:

> **January 20, 1989**: John [the principal] asked us deans to not only decide the courses but also who we think should teach them and where they should be taught. Carla [the assistant principal for curriculum and instruction] and John will decide the ultimate WHO. John said there are 64 regular classrooms and 105 teachers with 70% of the teachers in fairly fixed rooms (i.e. science and foreign language). We are to meet with Carla next week to determine this.

The following month I wrote:

> **February 13, 1989**: We're trying to get room assignments made. There may be a problem getting enough special education rooms. A total of 10 will be needed since so many have to be self-contained. I had wanted to hold on to a separate room for each grade level to be used as pull outs [a space for an individual class] each period, but I probably can't manage that.

After the school opened, I described the effect of the space squeeze.

> **September 2, 1989**: This afternoon we had our first regular faculty meeting. Mr. Clendenen did a superb job of trying to calm people, telling them that everyone was stressed. It is so ironic that in this large facility we are having space problems.

Because of her experience in the pilot, Nancy Reeves also expressed her concern over space in her following ASCD journal entries:

> **Aug. 30, 1989**: Sharing space is very difficult. One of the things we knew would happen, did. Each teacher wants his/her own space. The autonomy of the classroom shines through. It is one thing to envision interdisciplinary learning

and teaming; it is quite another thing to pull it off. When it gets right down to it, everyone wants his/her own classroom. HOWEVER, Capital High was not designed for teachers to have individual classrooms. Interestingly enough, although teachers knew this -- or so we were led to believe they had been told -- it is increasingly apparent that most teachers thought that we were talking about somebody else. You know that 'somebody else' syndrome where we all hear but believe it doesn't apply to us. There certainly seems to be a lot of that going around here at ole Cap High.

Sept. 12, 1989: Again rooms are driving me crazy. The original plan for ILTs on all levels hasn't been carried through -- on the senior level 'they' say they cannot integrate economics, therefore they will not be ILT-ing it. I cannot begin to tell you the problems this is creating.

Oct. 10, 1989: The computer lab and other support classrooms are a big plus. Gradually teachers learned to move into other available instructional areas.

Oct. 13, 1989: My concern grows out of the use of the humanities centers as areas of student-centered learning. We have had several heated discussions over the use of the centers. From the beginning several of the team members have tried to redesign the centers for classroom instruction. Two members even approached the principal about purchasing new furniture so that they could set up classroom spaces inside the centers. If this happens I will be so discouraged. I must keep telling myself that this is just part of the change process -- that time will tell and that eventually the teachers will begin to see how to make the centers function for student-centered learning.

Viewpoint of "'outside team." One of the senior teams initiate a discussion with me about how their delivery evolved because of their being forced into the center.

Bonnie Maddox, the English teacher, is a 22-year veteran and member of the original ETE team. Her social studies partner, Bertie Heath, is new to the school this year.

Bonnie Maddox: At the beginning of the year we were dreading those mass times in the center; by the end of the year we couldn't wait. You learn about the exchanging, you know, 'You take one period, and I'll take the other.' You get in there -- we can work together. You really learn to like that.

Bertie Heath: I can hear what she's saying, and I can build on it, and she can hear what I'm saying and build on it.

Bonnie Maddox (recognizing the initial difficulty they experienced with this space configuration every day): We would look so forward to being across the hall [in separate rooms] the first of the year.

Bertie Heath: Couldn't wait . . . cause I felt like a real teacher there when I was in that room.

Bonnie Maddox: Tradition . . . (she pauses) but somewhere along the line . . . (they complete each other's sentences)

Bertie Heath: I think you finally learn it's beneficial because she can have them all one period, and you can alternate periods. For one thing it gives you some time [for paper grading] .

Bonnie Maddox: Oh yeah. You don't have to deliver the same lecture that many times. Instead of doing it six times, you do it three. There were some days, you know, when I would have them all day, and then she would have them all the next day.

Bertie Heath: We did that in the beginning, and that was a little hard.

Junior team perspectives. During her interview, Nancy Reeves shares how this year's rotation has shaped their 11th grade team instruction:

> We like to start out in a cooperative fashion [in the center] and then go into the large group [room 207] where we really kind of make sure that everybody gets the

same message. An advantage of that is that it's not like *my* period class. Unless you're reading from a lecture, you don't give the same information to everybody. At least with the ILT, all students, there's equity. All students hear the same things, they are part of the same process when they are in 207. . . . I don't forget to tell one group this and then make this comment, and then two days later say, 'Well, you remember what I said,' and 'Well, you didn't say that to my group.' So it's nice to be able to do that.

We go into 207 which is a large group room; we have the whole group together. He takes an hour or two hours, and I do the same thing. Maybe he'll have an hour, and I'll follow, or maybe he'll have two hours one day, and I'll have two hours the next.

When we go into the split rooms [the third week of their rotation], then we really are isolated. It's a matter of following through on ideas and focusing in a discipline way on those particular skills or ideas that are really sort of akin to a particular discipline. So, we're going to, we're kind of discipline-based, that's our time that teachers don't want to let go of . . . . That's the time we try to really tune into a smaller group, and you can build on, play off of the things that you have done in the other two situations, but it's kind of a fine tuning. We usually do it last . . . .

The real advantage [of the double sized room 207] is giving us the time to work together to kind of reinforce left brain, right brain, learning styles. Because we have a large number of students, it's really important to have two people in there. You have students who, having been in 208 [the center] for so many days, suddenly want this individual teacher's attention. They'll try to draw you in and focus you, and so when you have another person in the room with you if the lead teacher is focusing too much in one area . . . what we can do is simply walk to another part of the room and take some sort of action. You have some kids who just sort of . . . they're sitting there processing, but they absolutely will not in any way, ever come forward under normal circumstances. So you sort of go over and whisper in their ear and say, 'I thought I heard you say. . . . What was it you were going to say?'

And then they repeat it to you, and I say, 'I knew you were going to say something.' and you go, 'Oh, Mr. Harris, there's a good idea over here. You ought to hear what Jonathan has to say.' It kind of draws the kid out and that gives you an opportunity to give some sort of supportive assistance to kids.

Of course, it was always in my mind, that the facility was supposed to be the way it was designed. I mean, a big room wasn't a big room simply because somebody forgot to put a wall in there. And you didn't have a center just because somebody thought it would look nice to have a big room with tables and whatever.

The facility was designed to facilitate certain kinds of learning strategies and teaching strategies. It took a while to convince people that there are other ways to do things. Lowell has been wonderful in that he's eager to learn and always trying to find new ways. He doesn't have the personality that he wants to be the show hog; he doesn't want to be the actor standing up there performing, and again, he has the same philosophy I do about where the learning and work should occur. Students should be the workers.

So this is the first year we've really had a chance to work it out very well because before we were in a room three days, and in another room three days, and then we were in a center, which is one of our primary rooms -- what we believe in -- we were in the center for three days. One day [of these three] was for fine arts,

> sometimes a day and a half, so there was no way to get group work really started . . . [but] now we're in there for a five day stretch in different rotations.

A day earlier Lowell Harris, Nancy Reeves's partner, speaks of the flexibility needed to make their team's spatial arrangements benefit them.

> You don't come into the situation with everything concrete. You realize you're going to have to make some adjustments. But I think the way we're doing it now . . . I mean, we could make either one work, but I think the different rooms do help, and I think we both like being together, plus, I'm working with a partner who, probably more than most understood the philosophy of Capital High School, using the humanities center. She knows how, she understood from the beginning what it was to be, so I've been able to learn from her.

He then explains how they have incorporated more cooperative learning and describes how the arrangement helped last spring when he had an extended absence: "In case of a sudden illness or something like that, the partner knows what you're doing."

Planners had hoped the curriculum would drive the facility, but whenever that many people share a limited amount of space there must be some sort of negotiated agreement about space usage that satisfies all.

Lowell Harris (indicating his openness to future changes): I don't necessarily think that it is etched in stone. What is now, may not be in the future. It's still moving . . . like I said, it's an organism, it's still developing, and we're still making adjustments, and I, who knows what will be next year or the year after.

Senior team perspectives. Almost all study participants voluntarily mention the building design's constraints and share their various coping patterns. The senior team recognizes how they have changed their use of the building each year. During their interviews, they discuss how they negotiate the use of space between them and among other senior humanities teams.

Nancy Spears: We have to make our presentation meet the space that we are allotted.

> Now that's a drawback. I don't . . . that's just something I'd like to see worked on, but we don't have the option of saying, 'I need 220 for three days to do this.' We are told when we are allowed to have 220 . . . . The fine arts teacher makes up the schedule. She has assumed responsibility for that and because of her personality there is very little flexibility in that schedule. [She relates her team's coping mechanism.]
>
> We just decided basically, that 'screw them,' we can do what we want to do without their input . . . without their cooperation. There is no reason why we have to present the same information six times a day. There is absolutely no reason, so we decided amongst ourselves last year that we would never fall prey to that again. So now, it's become a point of, 'Do you want them first or second?' and sometimes it's ,'Well, let's get in there and do this together.' Sometimes it's, 'Well, I'm going to test today. Take the day off.'

Nancy Spears then explains how the senior humanities center is suited for group activity:

> Because you've got those big tables and those round tables . . . the kids can just disperse and go into any of that area. Yeah, it makes it fine. After the first month of school I could tell you where I was going to be the last day of school because it does not change. Nothing with that schedule ever changes. It has remained the same since the first month of school.

(During 1992-93 this team had more input with the new senior fine arts teacher and never mentioned being tied into the schedule.) The team describes how they rotate and plan their instruction around the space.

Nancy Spears: Sometimes we have 207 [double sized room] 3rd and 6th periods. I love

> 207. It's a nice large instructional room. I can really get going in there because of the way I teach them. I write things -- everything that they need to know -- I

> write on the board. I try real hard to keep it time concise, so because of that you could start on that far wall (she motions with her hands in a circle to indicate the boards that cover 3/4 of the walls), and you can take it all the way around, and they've got all that information there, so it makes it a wonderful lecture room for me. [Observations during her classes bear this out.]
>
> Even at this point, and after being here three years, I still believe that a history teacher has to just concisely go through the facts -- make it good trashy gossip but they have to hear the facts.

The manner in which Nancy Spears phrases this response (using the words "even" and "after being here three years" suggests that she thinks her delivery might not be what the designers had in mind) indicates the philosophical struggle she is having with balancing Capital's emphasis on student-centered learning alongside her belief that history teachers do best by telling stories. Included in several of their end-of-year evaluations were several remarks about how much students enjoyed her approach.

In her interview Lorraine Hall recalls the gradual way their ILTs' use of space has evolved during their second year together and how they physically set up their own system of coverage for absences:

> By the midpoint of the year we ended up moving all the student chairs into one room and making a lecture room, and we moved work tables and group chairs into the other [adjoining] room and put both our desks in there, and you could always tell who the messy person is (she laughs) when you compare those two desks .
>
> But we really had the physical set up for an ILT [a humanities center] despite the fact that we were operating in separate classrooms, so that can be done even in a normal school situation if people are willing to say, 'Look, how can we solve this problem?' We learned how to work with that space [which she calls 'sister' rooms].

Later in the interview she explains her perceptions of the rotation schedule's effect on her instruction:

> We are on a 3-9 rotation which means three days a week you will have 'sister' rooms that are right next to each other with a door in between, then three days a week you will go into the humanities center which you can really divide down. It has computers in it; it has work tables in it. It has two areas that you can really use -- one for instruction and the other for study. That's our favorite room. We'd like to have it all the time. The third part of the rotation we absolutely hate because you get the large room [207] for one period, then you get divided the other period. Originally we were divided into one room upstairs and one room downstairs, and it was a real mess. We finally found out that we could go to a larger room down the hall, but if you want to do things with overheads or video tapes or you're having an art project, it's really impossible to do it. In fact, when we were on that rotation one week the time for the art project came, and it was a big project, and we ended up asking to use the cafeteria which was an acceptable solution because it gave us the space we needed with the equipment we needed. But you could almost not hear anyone speak other than the person at your own table because the acoustics are so poor.
>
> As I said, we'd love to have that big room [humanities center] all the time, and nobody else in the group [senior ILT teachers] even wanted it at the beginning of the year, and now people [the other senior teams] are getting more used to using it. In fact, tomorrow, we have a slide presentation that was going to include an art project too, and we have asked to use the center for that just because it will be a lot more convenient than trying to haul stuff . . . . Nancy likes 207 and I always feel like I'm rattling around in a box because I like people to be closer . . . . I like the idea of working at tables. It's much more conducive to the

> kinds of things I tend to do rather than individual seats in a lecture room type set up.

I guess I like the feeling of, maybe the physical feeling. I like to walk between tables. This sounds really stupid, but I think it all, it really gives kids a sense of cohesiveness, and (long pause) we started out the year by seating people and mixing people up so that it's made people friends that maybe wouldn't be friends otherwise . . . .We started putting them in alphabetical order which means that usually you're not stuck with your friends. Then, when we found out that we had cliques moving or something like that, we moved the kids. I don't know, I really just like that room. Very often, I'll want to show four or five slides and then go into something else, and that room is just set up beautifully.

Lorraine Hall shares her thought about asking for "sister" rooms to house their homerooms the next year. She would like to put their desks in one room to work like they did the previous year, but then she seems to catch herself and interjects:

> I don't know if that would go along with everybody else in the grouping because you do have to worry about what is convenient or conducive to teaching for other people also [other senior teams that would be rotating into the rooms]. One of them never had a mixed class with the other teacher, and the other pair was not even a team so they had wanted separate rooms all the time.
>
> Now, they have seen how easy it is . . . . (She too describes the benefits of having to lecture for two or three times rather than four or six.) It takes so much of that pressure off of you. Sometimes we will sit in on each other's lectures to find out what exactly that person is covering, and think, 'Geez, I know a story that really goes along with this that we can teach.'

Unlike Nancy Reeves and Lowell Harris, who say they always are in each other's rooms, Lorraine Hall speaks more in terms of "turn" teaching more than "team" teaching. She says that the location either helps or hinders teachers in planning:

> You really need to plan around that, and it also helps tremendously if you have other people on the senior team that you can go to and say, 'Gee, you're in this room on such and such a day. Do you need the room or can I use it?'
>
> Negotiating with the other teams . . . that's become easier as the year has gone by because all of us have to learn how we can benefit each other by working together, and I think that is a very difficult thing for headstrong teachers to learn. It's a very difficult thing, but I think we've come a long way with that this year with all our teams . . . . There is a bit more of stress. You're on display a little more, and when the public spends over $20 million on a building, I guess you should be under a little more stress of learning to use it properly and do something different than you can do in your regular box room.

Sophomore team perspectives. I made several observations (formal and informal) over a year in the sophomore center. Tim Coll and Doug Mahaney found the center convenient for large group instruction -- a place to show a video and then split into regular classes to do follow up activities or for a combined art lesson. They would also use the "little theater" for these types of activities and group presentations. They called the pull-out rooms places "where it's business as usual." Even in here Tim Coll occasionally takes advantage of the movable furniture as he asks students to form a circle for peer sharing. They put both classes of their block together for a period or two when they show a video or do student presentations.

Doug Mahaney: Sometimes the personalities of the kids we have in class prevent us from doing that [putting both classes of an ILT together]. We have two really small classes in the afternoon of advanced kids. We found we have one group who's really studious, and the other is laid back and likes to joke and laugh and have fun. The studious kids don't want to be with the other kids because they find their days are less productive when they're together. You know, it seems kind of strange to me, but I'm pleased by that because it indicates to me that we have kids who are interested in learning and studying and doing well. They don't want their time wasted by people who want to joke and laugh and have fun instead of being on track.

Sometimes this 10th grade ILT uses the center for group exhibitions, and if they don't finish during their rotation, they will either ask the next team to trade with them or continue in the individual rooms, making adjustments as needed. This team of sophomore teachers has a reputation for being "laid back" and for creating a nurturing environment to assist the students in their transition to high school. Despite their kind and caring personalities, they have definite control over their classes. If you had to use one sentence to characterize them, you might say, "They help their students learn to 'play the game' and 'survive the system.'"

Doug Mahaney: We have to . . . flex and flow, ride with the tide. Go with the flow. If you can't do that, you're in big trouble . . . . This building gives us a big edge up. I wouldn't want to be anywhere else. It's a lot easier to do the things you want to do when you have a nice place to do them in, when you have air conditioning and you're not sweating and suffering in the spring and in the fall. It makes it easier to teach the kids, and the kids are comfortable, and they can learn better. We have a nice gymnasium and a nice fine arts theater; all those things are beneficial and make our job much easier. It allows us to do some things we couldn't otherwise.

Facilities aren't the ultimate thing as far as importance goes, but they can be very important. They can help you to make programs you have much better,

> or if you don't have the facilities, some programs like dance have to be non-existent.

In his interview, Tim Coll voices frustration with parts of the physical reality of the school, speaking in terms of his Hunter direct instruction training:

> When we first came here, we understood that the space would be available to assist us in meeting our instructional objectives. It didn't work out that way all the time. We found that we had to move rooms, move from room to room. The spaces we wanted, the larger areas, the humanities [centers], the smaller classrooms were not always available when we wanted them for various activities. Ideally, you decide on a learning objective and an activity to reach that objective, and if you need a small, normal sized classroom for 25 or 30 learners, that space will be available. If you need a larger area for 50 or 60 learners, that space will be available. If you need a space with individual chairs where kids might work independently, that space would be available. Or if you prefer an area where group work would be more appropriate, round tables and chairs that seat four or five people at a time would be appropriate.
>
> All of those types of seating arrangements and room arrangements are available here, but they aren't always available to us every day we want them on short notice, so we had to work out some schedules, and now we alternate one week in a traditional classroom setting with one week in a larger humanities center . . . . It's workable. (Until 1992-93 their individual rooms were side by side.) If we have questions we can step in (when in the individual rooms) . . . .
>
> We like it, but something that happened last week shows how much the flexibility is brought out again. One of the other 10th grade ILTs needed to stay in the large area for two weeks in a row. They weren't finished with group

presentations, and they needed to have that large space to accommodate both classes together. All they had to do was talk to us about it, and our plans were flexible. We could very well do what we had planned in the same traditional classroom setting, so we just said, 'Sure, we'll stay in this traditional, small classroom setting for another week,' and we explained that to the students, and some of them weren't happy about it, but they realized our objectives could be met in one place as well as another. They were not happy because they like to change from week to week, but it didn't keep us from achieving our goals.

Tim Coll brings up the benefits of the "little theater" which is booked on a first-come basis and is open to the whole school staff. (This room is permanently equipped with a microphone, overhead, spot lights, VCR and large screen television, and seats about 250.)

Tim Coll: Today we had a situation where it was time for a semester review of the Greek and Roman cultures, so Mrs. Starcher decided that the best space for that type of activity -- where she would be reviewing transparencies and using the large screen TV to review aspects of Greek and Roman architecture -- would be the LGI which accommodates up to 150-200. We didn't have that many people in our groups, but we did have from 35-50 kids at a time together. All the technical things were there in place, and it was a very comfortable arrangement for that type of review.

It was a lecture/discussion, practice test activity that could have been done in a small classroom, but it's more efficiently done three times with six groups than six times with six small groups. Mrs. Starcher's presentations were more energetic; they were fresher. She wasn't completely worn out by the sixth presentation, and consequently all the learners got better opportunities to see quality performance from her each time.

Tim Coll's use of the words "presentation" and "performance" indicates that their direct instructional mode was the form intentionally chosen for this type of activity. During other observations, I have documented all three using hands-on type activities with the students.

Use of centers as an indicator of change

Those of us on the design team understood the purpose of the centers, but conveying that concept to the majority who had not been part of the process was something much more complex than we had imagined. Naively, we thought that if we as teachers just told the other ILT members that they would understand. Staff development had been designed to give everyone a common base; however, we had overlooked what we would do to orient new teachers who lacked this core of understanding. Teacher comprehension of the school's philosophy of integration and teaming appears to be closely related to their three distinct teaching backgrounds.

One third of the teachers (including the study participants Lorraine Hall, Nancy Reeves, Lowell Harris, Tim Coll and Doug Mahaney) had been part of the pilot projects at Charleston or Stonewall and had been anxiously awaiting the move to a facility that would enhance their newly acquired teaching practices. They were the sophomore and junior level teachers who had teamed for one or two years already and were used to moving their classrooms from place to place.

After the originally selected staff trained for a year, several decided the new school concept was not for them and resigned. This necessitated last minute hiring in the final week before school opened. One third of humanities team members came to the school after the 15 months intensive training had been completed. A few of these arrived only a day or so before school started including Nancy Spears, one of the study participants.

The final third were senior teachers at the two pilots and teachers from other schools who had been part of the training but had only heard about it second hand or had casually observed an Interdisciplinary Learning Team; they had no personal experience with the teaming approach. Mary Frances Starcher, one of the study participants, was a member of this group. For these teachers it was especially difficult to give up the familiarity of one's own room and change to rotating in and out of the humanities centers in a totally new school environment.

That year was the last time that the state mandated schools to offer separate semester classes in economics and contemporary America; because these courses did not align with the language arts sequence, the senior teams saw no need to rotate into the centers. They rationalized that if the teams could be located in adjacent rooms, then they could "get to know each other" as they shared occasional lessons. Senior teachers claimed their rooms and set up school as usual which alienated sophomore and junior teachers who had come from other schools and had to rotate. They asked, "Why don't we have our own rooms?" Pilot teachers were concerned that the whole integrated model had been sabotaged by the senior staff.

Nancy Reeves had remarked in her ASCD journal about the danger she saw in this situation:

> **Sept. 12, 1989**: If the senior teachers become set in their rooms, they will never move. The problem is that we (all other ILTs) are going to be locked into the centers. We will not be able to rotate into and out of the various rooms which are designed to accommodate the curriculum. What a blow! It is really tough for me to accept. To think that a multi-million dollar facility is going to be ineffectively used because of a technicality. (No one followed through on the waiver needed to integrate economics.) This is the only time I have ever really wanted to be in administration -- I need the power to cut through the red tape.

During the second year, despite permission to realign the social studies curriculum, the senior teachers continued to keep their base rooms, much to the chagrin of the other grade level staff who felt it wasn't fair. Many of the underclass teachers were realizing what a toll the constant rotation was taking on them individually. Lugging their crates and carts of materials and books to different locations, they voiced their envy of the senior teachers who could even decorate and personalize their own rooms. The junior and sophomore teachers had no sense of ownership, so their pull-out rooms had empty bulletin boards and a lack of personal touches.

One of the senior teams -- Nancy Spears and Lorraine Hall -- began seeing the value of working together; the other teams infrequently shared classes but did stay in the same general period with their content. In most cases the instructional strategies senior teachers used continued to be those they experienced themselves as students: "I am the expert with all the information. All you have to do in this class is come to class, listen to the lectures, take notes, and tell me what I told you on the test."

The single most influential factor in creating the environment for this phase of teacher leadership originated from an administrator's ruling for the third year of the school. The assistant principal for curriculum and instruction saw that, in general, senior teams were not yet student-centered. They were good teachers who cared about their students, yet their strategies stayed the same. She decided that the only way to get them to change would be to force them to rotate in and out of the centers like other grade levels. She reasoned that operating within the space itself might make them experience a real need to change their delivery.

Senior teachers' desks were relocated into the center's seminar sections creating more opportunity for teacher talk and peer observation. While one team was in the office during a preparation period, they could watch another team teach. Soon, more sharing of units and activities began.

Following a philosophical conflict between them and the senior fine arts teacher, Lorraine Hall and Nancy Spears decided in essence to "secede," enabling Lorraine Hall to teach both the language arts and fine arts exploratory to their ILTs. This way, they gained control over their schedule. Lorraine Hall was well qualified for the additional teaching duty since she had taken an art history seminar the previous summer and had a personal background in classical music.

On the other grade levels, gradual understanding of the concept of the humanities centers evolved in teams having at least one pilot teacher; the newcomer began to realize that by having the centers available to all, that each team could try different delivery methods in different environments. The problem was that most didn't have the instructional skills to do something different in the larger areas. Many teams -- when scheduled for a center -- would set up invisible walls with social studies teachers lecturing in one corner and English teachers lecturing at the opposite end.

Those who really understood what student-centered instruction meant were delighted with the center's open arrangement. Here they could have students work at tables in groups or set up learning stations. For instance, at the end of a Japanese unit, small groups rotated into a Japanese "tearoom," learned some Japanese language from an exchange student, watched a martial arts demonstration by some of our students, shared their haiku, and created original origami taught by the fine arts teacher.

Two of the sophomore teams (including the study participants) had been together two years before coming to Capital. During the initial two years tenth grade teachers regularly demonstrated the usefulness of the overall school's physical features by scheduling culminating unit activities such as a Roman Forum and Greek Olympics. During the third year, however, less use of this type of exhibition by all teams occurred, typical of an "implementation dip" (Fullan, 1991). This year only two of the four sophomore teams produced a Medieval Fair; however, the other classes did attend.

Other grade teams have had occasional activities of this type, taking advantage of other unique aspects of the physical plant. Juniors have organized a Renaissance style show and produced scenes from Shakespearean plays. Seniors have moved to the theater for reenactment of a Victorian tea and used the courtyard to stage an overnight simulation during a unit on homelessness. Teams continually struggle to integrate space, content, and instruction, all the while seeking balance between language arts and social studies county objectives and what they feel is best for their students.

Evaluation of spatial influences on teacher empowerment

Somewhere along the way, specific space had not been identified for teacher offices. Upon arrival the staff found no place for them to have their own desks and storage and began confiscating empty areas; closets and book storage rooms became offices. Then, some spotted the centers' seminar rooms and immediately received permission from the principal to move desks into them. Even though this meant giving up these spaces designed for small group discussions, the payoff has been increased visibility of staff and decreased isolation as teams watch each other teach and share offices.

Rarely has the need for rooms forced teachers to break up their ILT and move to another part of the building. At the beginning of 1992-93 the sophomore team came to me requesting help to keep their classes side by side during their block. I could not find an alternative location during that time; perhaps this problem could have been solved if their team had taken the matter to a grade level meeting or the Faculty Senate for negotiation.

Space utilization remains a problem. Half the rooms are empty during one of the two lunches, a situation which some like Lorraine Hall sees being remedied by changing the schedule. It has been difficult for ILT teachers to accept what seems to them the seeming inequality of having only a couple students and a teacher occupy a regular classroom area for special needs situations while a full size ILT searches for a room. (Special education rooms are interspersed throughout the facility to promote inclusion, and due to the large number of specialties, a few programs must also occupy other rooms.) Some Capital teachers feel helpless in challenging the state space guidelines and find that as a district center for special needs students, the school staff and Capital's building itself are being strained.

There is an undercurrent, fed by some teachers who originally had their own rooms and others who have not changed methodologies, that the damage being done to the facility, the furniture and equipment could be eliminated if only teachers were assigned permanent rooms and didn't rotate. Ownership and responsibility for the condition of the building and equipment would probably result, but integration might be sacrificed. As I see the disarray in a classroom at the end of the day, I might tend to agree. I know though that if we get away from rotating into the centers it would be too tempting and convenient to return to the status quo and comfort of one's own room with no incentive to experiment.

When the planners suggested building features, we saw the physical set up as a convenience factor for our newly acquired strategies and never imagined the impact those features could have on the instructional delivery. The junior team commented that they are being forced to do something different because of the center; the location presents an opportunity for teacher empowerment and choice. This realization indicates their understanding of the power that spatial forces have to bring about change. What appears to be different on the junior level is their increased depth of understanding; I see this being directly attributable to the team's research and reflection during the special master's degree program together.

Another physical innovation initiated by the Director of Staff Development was to place a door between regular classrooms in addition to the door to the hallway. Because of this small design feature, teachers began opening the doors between their classes which in turn led them to opening up discussions about their content. Even though the teams may not be in the same room during their rotation out of the center, they communicate freely, peeking their heads through to ask questions or allowing student exchanges.

The original dreamers did not want bells or an intercom system, but these interrupters were operational upon our arrival. With students next door to one another or in the large center for a two period block, teachers don't feel constrained to the 47-minute time structure. As the senior teachers said, when students complete one assignment, they can go on to the next -- they don't have to wait until the bell sounds. They see the two period block allowing them to attend to individual student needs more easily because those who need longer to complete a test or to work at the computer can have it. Having a variety of spaces promotes this concept.

What the physical plant design has meant is that teachers have had to exhibit more risk taking -- they have been forced to try different strategies due to the room designs -- and professionalism -- because they are on display to one another and visitors. Even an outside observer noted in her dissertation that space sharing is becoming "routinized" (Curran, 1992).

The spatial features have also made it easier to network with colleagues. After the opening years of personal negotiation and frustration, teams are now joining fine arts teachers in deciding how their grade level will rotate. This authentically involves them in designing the educational delivery. Although not all of these shifts can be completely attributable to the spatial elements, definite indicators have been cited within this chapter. Integration and interdisciplinary teaching can happen within the traditional physical structure, but at Capital the empowerment of teachers into student-centered instructors seems to have been propelled by the building structure itself.

If a teacher is determined to get the best physical location for an instructional activity, the space factor can usually be worked out. In addition, if teachers are forced into a space and feel pressure to use it creatively, they might be more inclined to examine additional instructional options. On the other hand, if a teacher looks for an excuse not to do something, she might find it convenient to blame the space restrictions.

Teams work out their own system of space utilization over time and with negotiation and reflection with partners. Lowell Harris and Nancy Reeves feel their situation is ideal this year while Tim Coll and Doug Mahaney complain that theirs is inefficient and causes them to lose time on task due to the excess movement. Whoever decides where teams will be at certain times would then be considered empowered. So far, the fine arts teachers, given a pool of base rooms, have initiated plans and worked with their grade level teams to decide space utilization. How this is handled can leave the teams feeling powerless as the senior teachers noted, or the fine arts teachers can enlist the teams as partners in negotiating space. In some cases, lack of rooms during a certain period due to master schedule restrictions and special education requirements forces teams to be assigned to split rooms, less than ideal and certainly not conducive to ILT strategies.

Even though Tim Coll and Doug Mahaney have been partners the longest time (six years), they are only beginning to completely accept the challenge of the center to experiment with different strategies like cooperative learning. Lorraine Hall likes the center's tables, but her feelings don't originate for the purpose of promoting collaboration. In the case of the senior team, with more specific training their use may be bumped along to another level of integration. This may take the form that Nancy Reeves and Lowell Harris have which they feel accustoms their students to exhibit proper behavior for serious academic discourse. On the other hand, it may be an entirely new model that they will create.

Total impact

Space has had a definite influence on empowerment of Capital teachers and student-centered instruction. By being in different types of locations, teachers have more opportunities to do something other than frontal teaching. The assistant principal said that the senior teams had to rotate. That's all the direction given, but by insisting upon it she necessitated an alteration of grade level relationships and a modified instructional delivery. Forced to use the area and watch Nancy Spears and Lorraine Hall in their success and enthusiasm, other senior teams are now changing their beliefs to the point that they also are taking the initiative to try something different.

Humanities teams have had to sacrifice ownership of rooms that they could decorate and control, but what they have gained in return appears to be more worthwhile. Amid the murmurs to change the room assignment philosophy is the concern of those who understand the innate importance of rotating into the centers. We worry that if we allow negative voices to dominate, then Capital will begin its reversal to the traditional, single-classroom, isolated delivery style. Effective use of the open humanities centers may even become one gauge to measure the transformation toward student-centered instruction.

I am unable to determine at what point we realized that our desire to make decisions regarding the use of Capital's spaces was also related to how we felt we should be governed. I do recall that when we looked at collegiate models of school organization, we found that the concept of faculty senates and academic deans aligned with our philosophy of increased teacher input.

Chapter 3

Governance

"Part of the adjustment to my new role has been learning when to and when not to be offended if I am not included in the decision making. Although I have had to pull back from some responsibilities originally delegated to me, I often feel that my experience as a professional is overlooked because I do not have a fancy title or administrative role in the traditional sense. It's only natural -- I remind myself -- to have to take a back seat. Teacher ownership isn't always easy. At least I can sympathize with others as they, too, are affected by the restructuring process."

Nancy Reeves
Member of Management Team 1989

Overview of chapter

I recall completing the application for our participation in the ASCD Restructuring Consortium and having some difficulty distinguishing between the categories of organization and governance. We decided that organization meant the structural framework which explained our division of labor -- how our personnel were grouped in divisions instead of departments. Governance, on the other hand, referred to the manner in which decisions were made within the typical "power" hierarchy. It meant the vertical arrangement of staff with the principal as the topmost, final authority. This chapter examines two key features of governance at Capital: site-based decision-making and the role of deans.

Capital's original idea for a faculty senate

We came to realize in the first pilot year that with our projected staff numbering 100 we had to have an efficient management system. Our original idea was to form an "academic council" made up of three teachers elected from each division, the deans, a counselor, and the Media Center director. This group would work with the principal in an advisory capacity to "support the curriculum of Capital High." The principal saw it as an efficient means of communicating with the staff. What we hadn't thought of was how well the new advisory group, which came to be known as the Faculty Senate, would be able to replace the experienced Management Team. Two problems surfaced: the deans were not made part of the new senate, and there was no provision to train this new group in school administration or decision-making. Because there was no mechanism for administrative feedback and interaction with the deans and counselors, many communications problems resulted. Senate efficiency also lagged because the new members were not prepared for their leadership roles.

Our plan was to have staff representatives first meet with their colleagues to learn what issues should be taken to the total faculty and principal each month. Then, in the Senate meetings, they would share these concerns with the three administrators; in turn, they would learn what information the administration wanted fed back to the teachers. Regular monthly faculty meetings would be held soon afterward to convey to the full staff what was discussed in the Senate. During the first year, the principal maintained complete control of the meetings. His ideas for participatory management did not match those which the Management Team had envisioned. After launching his "trial balloons" in the senate sessions, he was well prepared to craft an agenda for the faculty meetings that included items suggested by the senate members yet left him in charge.

Information as power

Some of the divisional representatives did communicate with the deans before the total staff meetings to let us know what was happening, but there was no provision for this. When we designed the plan, we thought there would also be a continuation of some version of the Management Team to keep us informed, but that never materialized; consequently, the deans were left out of the information loop.

Information is one of the most important sources of power and status within an organization. When you know what is going on, you feel more in control because you are aware of more aspects of your environment. Being caught without knowledge leaves you powerless and signifies that you are not deemed necessary for inclusion in the communications cycle. For instance, I am especially distressed when I learn of something that affects my division in a round about or accidental way. The concept of "moral leadership" (Sergiovanni, 1992) and "principle centered leadership" (Covey, 1991) go a step further than awareness of decisions and suggest having those affected by any decision having input into it. Despite the reputation for schools having a "grapevine" type communications system, Capital does have a designated line of power (and communications) within the school organization. However, the actual line of communications and the school's formal structure are not always parallel.

Organizational structure

To Capital's planners, governance meant the chain of command in the decision-making depicted in the organizational chart (see Appendix C). The principal is at the top; however, from the beginning he has said that the chart should be flipped upside down to place teachers at the top and him as support. Directly beneath him in the line of command are the two assistant principals, while deans, the Media Center director and counselors appear on the same horizontal line between the administrators and teachers. Nothing in our professional development prepared us to understand the complications and political realities related to our roles in this type governance.

During Capital's first year Nancy Reeves wrote an ASCD journal entry about the reality of teacher input into the school governance:

> It is a shame that the faculty senate is a sham. The whole idea of the faculty senate is teacher empowerment; however, the principal determines the agenda and acts independently whenever he chooses. The faculty senate has no power and little voice. Most members agree that it is a farce. Well, maybe next year . . . .

Her hope was realized through a state law enacted after a teachers' strike in 1990 forced reform measures. The law mandated faculty senates with budgetary allocations to be established at all schools. Our principal prides himself on saying that the state took our senate idea (Curran, 1991); however, the WVEA-AEL study indicates several other West Virginia schools also had similar potential empowerment mechanisms in place (AEL, 1991).

WV Legislature prescribes governance changes

Prior to the strike, Senate Bill 14, Omnibus Education Bill of 1988, had put the wheels in motion for local school initiatives. It created a district staff development council to include teacher input into their own professional development and said that local boards of education had to finance any designated training programs. In addition, it permitted the establishing of a school advisory council if 20 per cent of the community petitioned for them; it also designated the composition and jurisdiction of this body. Waivers and policies, along with grants and dispersals, could be submitted to boards through it. Following the strike, the 1990 Education Reform Bill imposed site-based management which would be accomplished through official faculty senates. AEL reported, "West Virginia, one of the few states mandating such a governance approach, provides a unique perspective on a top-down directive to begin bottom-up reform" (Barnette & Hange, 1993, p. 1). For my study I chose AEL's definition of site-based decision-making referring to teachers and administrators sharing "in planning, problem solving, and decision-making on school policies and practices" (West Virginia Education Association-Appalachia Educational Laboratory, 1991, p. 5).

Boyer's 1988 Carnegie study found that even after five years of reform most teachers still did not participate in substantive decisions beyond choosing some textbooks and curriculum (cited in AEL, 1991, p. 5). West Virginia's legislation recognized the value of site-based decision making from the point of view of better decisions, implementation, improved communication and sense of ownership. Nowhere, however, did it make a connection between site-based management and student learning.

Composition/operation of faculty senates. Beginning in the fall of 1990, school senates by law include the entire professional staff; at Capital, three representatives from each division, a counselor, the Media Center director, the principal and assistant principals became the steering committee. In this type of governance, divisional representatives take issues to the steering committee which then makes proposals to the entire Senate for their approval. All issues are voted upon by the total professional staff; administrators get one vote each.

Possibly the most important transformation in governance has been in how faculty meetings are conducted. Formerly, the principal and his assistants dominated the meeting with their talks and announcements; now the Faculty Senate includes the administrators as items on the staff's agenda to the point of allowing them only a certain number of minutes. During one of the 1992-93 Senate meetings the principal exceeded his limit and was asked repeatedly to "speed it up" by the Senate president.

On the second Friday each month students attend classes for half a day; the rest of the time goes to two hour Senate meetings and an hour of professional development. During the 1992-93 year, teachers chose among study groups on cooperative learning, critical thinking, and outcomes based education. Attendance on these days has been decreasing with up to one third of the staff absent for various undetermined reasons, and the principal is threatening to have after-school meetings, stating his need for a forum to reach the entire faculty.

In a summary of the landmark legislation, the West Virginia Education Association and Appalachia Educational Laboratory (1991) note that senates should seek teacher involvement in the following areas:

> assignment scheduling of secretaries, clerks, aides, and paraprofessionals at the school; and establishment of the master curriculum schedule for the ensuing school year; nomination of teachers and other school personnel and parents for

> recognition, the creation of such recognition programs, organization of interviewing processes for professional and paraprofessional educators with recommendations made to the district superintendent, and establishment of a process for review and comment on sabbatical leave requests. The faculty senate is given the authority to solicit, accept, and expend any grants, gifts, bequests, donations, and any other funds made available to the faculty senate . . . .
>
> Faculty senates may review the teacher evaluation procedure used in their school to ascertain whether such evaluations were conducted in accordance with state code. (p. 9)

Senates also nominate teachers to the district staff development council whose training activities are to be financed by local boards. In addition, they choose representatives for local school improvement councils which have the power to request policy waivers for individual schools.

Mandatory participation. West Virginia's Legislature ruled that all teachers must attend Senate unless they are absent, take personal leave, or are on official duty with students. Because some teachers chronically say they have to "do something" with their students, the principal asked the faculty development committee in 1992 to establish guidelines for excused absences. The group decided to reiterate what the Legislature had ruled: everyone should be there unless technically absent. The roll is called at each meeting with the senate secretary keeping the record. Nancy Reeves remarked in a pre-school discussion last year that their office had "power" since the senate secretary was in it. The secretary added then that she has to record the excuses teachers give; it isn't her role to question their legitimacy or honesty. While Senate president, Nancy Spears said that the principal has docked some people for a half day's pay because they did not attend.

Financial support given to senates. Attaching money to teacher empowerment is a tangible indication of legislative support. The principal has asked the Senate to develop the entire school budget, but so far this has not been done. At the end of school in 1993, the deans and Media Center director were asked again to sign the basic budget form (five line items) as the "Budget Committee." Our Senate had not followed through on its charge to do the budget, and the principal was required to submit figures to meet the county's deadline. (The line items were allocations for each of the three divisions, the Media Center, and general office operation. Figures for each have stayed basically the same for the past three years.)

Each fall the Senate decides how much of the individual discretionary $150 per teacher provided by the state will go to the Senate's budget; an additional $50 must go to individual teachers who can spend it on educational materials as they wish, but the Senate votes whether to pool the remaining funds. Past votes have kept most of the money in the hands of individual teachers. Some pooled money, however, has been used for divisional copying machines.

Roles, relationships shift

Teaching staffs have had difficulties in adjusting to their new roles in participatory management because this type governance means that the traditional relationship between the administration and teachers has shifted. Peer pressure indicates the need for courage to go against other teachers in the Senate to make an unpopular stand. At the end of this year, Nancy Reeves took such a position, going on record as disagreeing with Capital's following of the county rules mandating final exams. She said that some other schools supposedly were not abiding by the district regulation and saw no need for Capital to follow the rule if other schools weren't.

I sense that this democratic way of operating through a senate will take some of us a while to get used to. We will have to learn to lobby for our beliefs and be proactive in explaining our positions. We also will need to become increasingly sensitive to various factions and be forced to count our supporters as the national President does with bills he proposes to the Senate and House. For instance, I know I would need to educate a critical mass of the staff about the benefits of an alternative block style delivery if that were to become a goal of mine.

Types of decisions

So far the type of issues Capital's Senate has addressed includes: final exam schedules, tardy and discipline policies, setting up committees to study issues and report back, our budget, how to incorporate activity blocks, inclusion of a Junior ROTC program, and scheduling matters. Most of the time still goes toward being a forum for internal information exchange which is similar to what is happening in other West Virginia faculty senates (Barnette & Hange, 1993, p. 2). Outside speakers can, however, petition the steering committee for permission to address the group. There is no requirement for administrative presence at the meetings; on one occasion, none of the three administrators attended; the group president led us through the pre-established agenda.

Other areas of possible input allowed by law include establishing recognition programs at the school and nominating outstanding faculty for these. It also makes possible a process for teachers to be involved in interviewing prospective educators (including principals) and paraprofessionals. Policy 5310 additionally established a state-wide Professional Development Center to coordinate staff development councils and charged it with providing training for potential administrators. Called the "Taco Bell" provision because it allows teachers to shortcut the normal administrative certification sequence for a limited time, it replaces the former graduate college sequence and standardized test route.

Policy 5310 is important to the concept of teacher empowerment because it also allows teachers with seven years experience and previous satisfactory evaluations to be partners with their administrators in their own performance evaluations. For instance, next year I will be able to propose with an administrator my own professional growth plan and may submit a portfolio to demonstrate my achievements. (Staff may also choose to remain with the checklist type evaluation.) If I get a satisfactory rating this year, the following year I am completely on my own to determine my professional development. The two year cycle is designed to recognize teachers as professionals who are responsible for their own life-long learning.

Statewide surveys over the first three years of senate history reflect opinions of educators about their perceptions of this type empowerment:

> While few teachers reported a change in their own teaching as a result of Faculty Senate decisions (less than 5%), effects were indicated in years two and three on instructional practice/curriculum, students, and community/parents. Notable was an annual increase in respondents reporting improvement in teacher involvement in decision making (to more than 75% of all respondents) as a result of Faculty Senates. (Barnette & Hange, 1993, p. 3)

Negative observations. Despite all of the potential for positive actions by senates, I am noting what I consider unprofessional behavior during our meetings. Except for three times this past year, our Senate met in the little theater. Teachers congregate in the rear third of this lecture room while officers sit on stage. Some typically sit on the floor at the very back of the room and talk, while a certain group mills around the exit. Others read the newspaper or talk, giving the impression that they are not actively engaged with the agenda. One of the study participants noted that she typically found content of faculty meetings not important to her and instead chose to use the time to grade papers. Two noted that some of the meetings resulted in bickering over minor issues. To combat this type behavior, as president, Nancy Spears relocated the meetings to a large classroom with no room for people to sit on the floor. She also collected door prizes for distribution throughout the meeting to promote interest and maintain attendance. Teacher behavior did seem to become more business-like. As in other schools, Capital's Senate rarely considers curriculum development, scheduling, program review and evaluation, or student presentations (Barnette & Hange, 1993, p. 2). In my journal on March 22, 1989, I recorded the need for something more than the Senate, "We must set up an Academic Council. We need them as a support system." I still sense the need for a forum to discuss academic issues. Faculty Senate meetings are not appropriate settings at this point in their evolution for such "heavy" dialog. A solution may appear this fall when our district moves to full days each month for professional development and senate meetings. At Capital teachers will devote mornings to work on the North Central Outcomes Based Accreditation and content meetings. Afternoons will be reserved for whole staff and senate meetings.

Roles of deans unclear

My personal part in governance of the school remains hazy. In one of my 1990 ASCD journal entries I complained about not knowing the rules of the game: "The only way I learn is when I foul, and then I know I've discovered a new rule."

Deans do "sign off" on divisional expenses; we prepare the supply and book orders with input from teachers regarding their needs. We attempt to coordinate the academic disciplines (former departments). For instance, I am the one who assumes responsibility for the social studies fair and tries to get all of the social studies teachers involved in some way. In the area of language arts, I coordinate grade level teachers in the process of selecting summer reading and in prioritizing items from the program of studies. I do not want to take away any teacher decision-making power; however, when consensus cannot be reached and a deadline occurs, I am forced with the responsibility of making the decision. My philosophy for administering the division is "leading by example." Only recently have I learned that my style -- while not the direct approach of effective schools literature -- is more like the "principle centered leadership" advocated by current business organizations (Covey, 1991).

According to the job descriptions (which the Management Team wrote), deans were to be directly involved with overseeing the instructional areas in their divisions and were to report directly to the assistant principal for curriculum and instruction. During the first year we met weekly with the assistant principal and even assumed a few typically administrative duties. We were to be in classes as observers of teaching/learning at least two periods a day, giving only positive feedback about content or student responses that we noticed in the lesson. After the strike, this observation process seemed to fall apart. In the organizational chart we are on the line beneath the assistant principals, but our placement on this level is on paper only.

Knowing that there would be difficulty adjusting to all our new roles, those of us who planned the training included a special support class for the staff during year one. We envisioned the course to be a forum for problem-solving and a means of internal communication for deans, counselors and administrators. The college's assistant dean of education worked in a rather "hit and miss" fashion with Capital's deans and the two counselors who had been on the Management Team. In her role as "friendly skeptic" (Little, 1988, p. 114) and supportive listener, she became our confidante and helped us deal with the reality of the power struggles going on in the building. The three administrators chose not to accept the invitation to participate.

During the second year, it became increasingly evident that deans were excluded from decision-making except through their normal senate participation. There were no set times to meet with the assistant principals or principal. We learned of decisions involving those in our divisions from other staff members, a condition which made me feel outside the communications circle on more than one occasion. We met with the principal twice during the entire year. During 1992-93 we met as a group of deans only two times with the principal, and I did not record any such meetings with the assistant principals. Once I initiated a "pot luck" luncheon as an excuse to get deans, counselors, the administrative staff and media staff together, but my hope that we would begin to have more frequent communications afterward did not materialize. The deans met informally in twos; we three accept the responsibility for not taking the initiative to meet as a group.

Despite being left out of the formal governance structure, deans have attempted to lead by example. We currently teach half-time and each one of us uses action research in our classes. Teacher leaders can have a considerable impact in this manner. Little (1988) says, "By their presence and their performance, they change how other teachers think about, plan for, and conduct their work with students" (p. 84). For example, the Dean of Science and Technology has his mathematics and physics classes use technology and multi-media in their critical thinking activities. These are student-centered and send powerful messages that reinforce how we envisioned technology as a tool. He also has obtained a grant to make the school a demonstration technology site, teaching his students multi-media skills and taking his physics classes out to teach in community schools.

The Dean of Life Management Science and I frequently converse about activities we attempt with our students in terms of authentic learning and alternative assessment. I teach my classes in the open Media Center which in itself sends a subtle message of empowerment. Little (1988) learned from her studies that,

> Teachers who aspire to lead must be able to display their own mastery of classroom challenges . . . . And they must be willing and able to recognize and act on opportunities to improve their own and others' work with students. In the end, teachers are unlikely to accept leadership at too great a distance from the classroom. (p. 89)

For this reason we deans have always insisted on keeping our teaching duties so we could maintain our credibility.

Education needed for decision-making

Teacher empowerment can mean just having control and input into curricular and instruction decisions, but within West Virginia's educational structure, participation in school governance is demanded in a much broader sense. At Capital teachers are expanding their roles into new areas and learning as they go. Case studies and recommendations from the AEL reports (1991, 1992, 1993) indicate a need for education in decision-making for all parties. AEL (1991) predicts, "Further training in the processes essential to effective site-based decision making will be necessary to improve the extent and quality of participation and decisions made" (p. 10).

Difficulties encountered

Shifting roles proved to be as difficult as learning completely new roles. Nancy Reeves wrote in her ASCD journal (March 5, 1989):

> A real frustration I have this year is not being fully accepted as a leader by all members of the Management Team. I realize this is only part of the process, and that I, too, am at fault. It is sometimes difficult to be subordinate when one has been accustomed to acting in a supervisory capacity or leadership role.

Even though Nancy Reeves' position as humanities centers manager did not develop, other teacher-manager type positions are operational in the theater and day care center.

Staffing cuts each year have meant that all three divisions now share two curriculum aides with the main office on a rotation basis. On many days even this does not occur due to the aides being pulled to help in the front office. Because the divisions lack this clerical assistance, the professional nature of the deans' and teachers' activities is diluted as they spend their "free" time and after school hours in maintenance type chores.

This results in less opportunity for initiative-taking in the form of collaboration, research, and grants acquisition.

Power and professionalism

In the March 1993 Senate meeting, our principal said that it was time to look at expanding teachers' roles. He admitted to having to catch himself from stepping in and taking control. Most of his requests for additional input centered around managerial issues that he said would make his job easier. Overall, opportunities and invitations for teacher empowerment are gradually increasing, but many administrators aren't comfortable with the less predictable results they get when they are not in direct control. Maeroff (1993a) says,

> It takes confidence on the part of a principal to be a fully participating member of a team, and not every principal is ready for such a change. Clearly, adjustments in working style are necessary if principals are to cope with change and to retain their self-assurance while serving on teams with teachers who have greater input into decisions. (p. 518)

Several teachers have reported hearing from their friends about other district senates which continue to rubber stamp the principal's wishes or are places of anarchy in which parliamentary procedure can't work because the teachers don't know the rules.

Our roles and titles will begin to blur if we adopt the concepts of "principle centered leadership" (Covey, 1991). In this model, all of us ideally will be working toward achieving the school's mission, and duties will fall to those most qualified to perform them rather than according to the position in the hierarchical organizational structure. School renewal researchers say,

> Such change may create confusion and, sometimes, even fear of loss of control or loss of power. Because we are all engaged in the study of change, however, we can remind ourselves and our colleagues that such reactions are natural as new

> patterns of interaction evolve . . . . *The trick is to manage familiar functions in such a way that they are subtly altered in line with the desired directions for change.* (Joyce, Wolf and Calhoun, 1993, p. 44)

Underneath all the changes in governance must, however, remain our original belief that any alterations should ultimately benefit students. Teachers must also recognize that not all of their recommendations will be implemented, but their opinions should be given serious attention by those responsible for the ultimate decisions. At one West Virginia school, the principal reported that their biggest problem "was to have teachers accept the responsibility for the governance of the programs" (AEL, 1991, p. 20).

According to a synopsis of research by Levine (1991), this type of joint collaboration between schools and administrators should help the school organization self-renew: "The success of an effective school program depends on a judicious mixture of autonomy for participating faculties and control from the central office, a kind of 'directed autonomy'" (cited in Joyce, Wolf and Calhoun, 1993, p. 43). Central offices can also help guarantee equity of educational quality within the district. Having an area superintendent on site at Capital should facilitate better district-wide communication and operations plus make him more accessible to our staff.

High expectations may be accountable for part of the growth of our Senate. This body has been studied by Anne Curran of the ASCD Restructuring Consortium for that organization's booklet, Visions That Guide Change (1991) as well as for her dissertation (1992) in which she examined Capital and the [illegible] three year ASCD project. More re[illegible] they could "observe the Faculty Se[illegible] Virginia

In her overall-assessment, which she based on interviews and our ASCD journal entries, Curran (1992) said of the Senate,

> Teachers hoped that this body would provide them with a voice in decision making. While not yet having achieved a desired state, the concept has gradually led to greater teacher empowerment. A district staff member observes that 'Mr. Randolph [the pseudonym given our principal] viewed Centennial [Capital] as his school but is yielding decisions to the Senate over time.

After the Senate was mandated, she said Capital's "ability to move ahead with teacher participation in decision making" was enhanced; "the recognition that school governance bodies were required after Centennial's [Capital's] effort began has impressed upon some staff that they initiated a good idea" (1992). She quoted one teacher:

> Our principal is an authoritarian, and the first year with the faculty senate was slow. The second year he seemed to think it might not be a bad idea. With the state mandate, he felt good because his school was a forerunner. State legislation has been helpful to us. Teachers are beginning to realize a voice. (Curran, 1992)

Maeroff (1988) and others believe that once teacher expertise is recognized and respected, "Once teachers are raised in status, made more competent at their craft, and given entree into the decision-making process, the rest will follow" (p. xiii). Knowledgeable teachers acting as professionals through participatory governance should ultimately be able to improve their student's education. "This is the reason why teachers should be empowered" (Maeroff, 1988, p. xiii).

Chapter 4

Teaming as an Alternative to Self-Contained Classrooms

"[We] plan very loosely. We share similar goals. He respects my opinions, he respects my decisions, and I do the same for him because I can't think of a time in our association the last four years that he has offered anything that is less than valuable to the kids . . . . I trust his decision making, and he trusts mine. We have a mutual respect, and my decisions for classroom activities have his approval usually before we discuss them."

Tim Coll, 10th grade ILT

"I feel that Lowell and I are very much empowered on our team, and that's one of the strength factors. We feel as though we can make those kinds of decisions that whatever we do, wherever we go, it's validated . . . . Lowell and I build upon that belief system, and that value system of what we have that's important in education, where kids need to be when they leave us, and what we are interested in empowering those kids to do. That's really what we're doing -- we are passing our empowerment on to the kids."

Nancy Reeves, 11th grade ILT

"I think each person has to feel that he has certain controls and certain stakes in things. That it's a 50-50 relationship, and whether or not something may seem lopsided to somebody else doesn't matter if you're both getting what you feel -- not always what you want -- but what you can live with contentedly. That you're both getting your most important priorities . . . . I think that we're being given an awfully lot of empowerment. I can make choices and decisions, and Lorraine could too as to what went on in our classrooms . . . . "

Nancy Spears, 12th grade ILT

Overview of chapter plan

Teaming can be one means to restructuring. Riley (1992) says, "Real school improvement occurs when practitioners experiment with solutions to their real-life, day-to-day problems" (p. 240), a condition naturally occurring within the ILT. The ILTs at Capital are the vehicles for reflection, generation of a shared vocabulary, and creation of a sense of community needed to help teachers change to a student-centered delivery and accept personal empowerment.

Collaboration means an open exchange of information about curriculum, instruction, students and classes and includes sharing, helping, supporting, joint-decision making, observing and providing feedback. Because teachers were recruited partly on the basis of their interest in the team concept, the element of choice was present from the beginning and makes the school's situation different from most others.

The chapter begins with a look at our rationale for the ILT concept. Descriptions of the participants' perceptions of their teams follow by grade level. Data collected from my observations and interviews documents their decision-making and empowerment.

In the conclusion, I compare my findings with research on similar team structures from school reform literature and hypothesize a positive connection between the team structure and teacher empowerment. How well the teaming structure works is context-dependent; the degree of entanglement of partners varies and is quite fragile. Fullan (1991) reminds us that these same values of collegiality also have a "dark side" (p.131) where negative forces are reinforced and that structure alone does not equate collaboration.

Advantages of the ILT

By working with shared sets of students, the teams can teach in a collaborative setting supported by a physical structure which positions them in close proximity. This approach means that ILTs in Capital can operate as Deborah Meier (1992), the principal at the recognized Central Park East Secondary School in New York City, says her staff does: [They] "easily make decisions, alter plans, rearrange schedules, regroup students, share ideas, and observe each other's work . . . . teachers collectively decide on content, pedagogy, and assessment" (p. 607). Results of reform at both schools show students succeeding "in far greater measure than their socioeconomic, ethnic, and racial backgrounds and prior academic skills would predict" (p. 607).

Teams have control over instructional methodologies, certain physical facilities, time within their two-period block, a common planning period and lunch. Full Carnegie credits for English and social studies and partial credit for fine arts are separately given for each year of successful ILT completion. There are at least two advanced ILTs per level; grades for students enrolled in these and Advanced Placement courses are weighted.

Types of ILTs

The model for each team continues to evolve and depends on a large variety of external and internal factors which are not considered in this study. Some teams focus on the social development and general intellectual growth of their students while others are not quite as willing to let go of their content. Because of the school's participatory management philosophy, administrators have not interfered with team models. They reason, "They're the ones who have to live with it" but do make sure that the experiments are accompanied by team responsibility. (This is one of the reasons that the delivery of the fine arts component differs on each grade level.) Many still hesitate to change instructional and management patterns that have worked successfully in the past due to the uncertainty of adopting new ones. Because our students have demonstrated academic improvement, the district allows our model to exist, not etched in stone but sketched in pencil.

There is no accountability to demonstrate shared lessons; however, all teachers do submit their syllabi and final examinations to the assistant principal for curriculum and instruction. When campus visitors arrive, guides are directed into certain teachers' ILTs which issues a subtle message that they are "doing it right" and are "worthy" to be shown off to other educators. As they personally accompany some tours, administrators unofficially "spot check" teaming; these observations help them learn which teachers team effectively. Some teams act as their own public relations agents, inviting administrators to come visit during special activities.

If all factors are positive within a team, a type of synergy occurs. Doug Mahaney, the tenth grade social studies teacher, describes this synergy as he relates their team's decision making process:

> I've made some [decisions], he's [Tim Coll] made some. Mary Frances (the fine arts teammate) has jumped in and come up with some ideas that I thought were tremendous on occasions because she is a very creative person. She has lots of ability, and when her juices are flowing, she can get really hot and has some tremendous ideas, so I'm always open to the things she says. I can always tell when she comes up with a good idea 'cause her face is bright and her eyes are lit up. I know she's going to tell me something she's thought of or something she wants to do, and she gets me excited sometimes when she's so enthusiastic.

Teams build collaborative meanings by reflecting on their curriculum and instruction. Ideally, teammates can challenge one another's thinking and respond to provocations by seeing the disagreement as part of constructing meaning, not as a personal attack. Together, these empowered teachers consider alternatives, conduct action research, express responsibility for their own growth and personal assessment, and consider alternatives. Here they can safely challenge their own authority and belief.

As teams reflect together, Lester and Onore (1990) speculate that there is a constant dialectical movement between analyzing and theorizing. Teams read the student and instructional data they gather during the day, see emerging patterns, negotiate meanings that surface, and return to the data for more information. This procedure allows them to be open to reevaluation and new meanings.

When you access knowledge in this manner, you become empowered because you are in control of the process. You learn that you don't have to passively accept others' interpretations. The procedure is ongoing; when learners' knowledge changes, so does the knowledge they are seeking. This sense of collective mission brings additional power to a team; for example, I observed the senior team actively recruiting others to their beliefs as they made discoveries.

Scheduling

Capital normally schedules ILT teachers into separate homerooms and three two-period blocks as well as into common preparation and lunch periods. (During the year of formal senior observations, Nancy Spears and Lorraine Hall had two electives and two ILT blocks.) Due to the large numbers of students as well as waning subject interest, their electives were not scheduled the next year. Junior team members taught electives during the first two years only. Sophomore teachers in this study have never expressed a desire to teach electives.

The assistant principal has supported the school's original philosophy that accelerated classes will be rotated rather than being given to one particular team. Lowell Harris approved of this policy calling it a lack of "teacher tracking." This informal "policy" originated because of equity and the belief that quality would improve if there were more teachers providing input. Planners worried that if a teacher never taught advanced students that their academic expectations might gradually decrease. Following a year with all non-advanced students, one senior teacher who currently has an advanced section said she now understands why everyone should have at least one advanced class. She then recalls the greater amount/depth of academic dialogue that she encounters with this group.

Lester and Onore (1990) reason that if schools provide the structure for teachers to have time together, they are saying that teachers' ideas are important (1990), but this issue can clash with personal empowerment. This year a team member (not one of the study participants) requested to use the common planning time to fulfill a state mandated requirement for "practice teaching" in another discipline. By allowing this, the school permitted the teacher to choose how to use the period, but at the same time the permission conveyed the message, "You can team 'on-the run,' and your time together is really not crucial."

Scheduling the ILT blocks has not been as great a problem as the administration feared. Through gradual implementation in the two pilot schools, potential problems which might have proven barriers were solved. During 1992-93 four sophomore teams, three junior teams, and three senior teams accommodated all students, except the severely mentally impaired.

As this phase of my study draws to a close, the Capital teaming structure has been operational for four years in addition to the two pilot years, a period which Lester and Onore (1990) would say is long enough for "internal supports for continued growth to be established" (p. 207). Capital seems to have reached this stage which Fullan (1991) calls "institutionalization," the point at which ILTs can sustain themselves. Risk is still there, and when teachers experience difficulties and begin to question practices and beliefs, they will continue to need support.

Within this next section I quote from my observations and interviews to describe each team's character and demonstrate their empowerment. Sub-topics vary from team to team due to the distinctive team personalities and philosophies.

Interdisciplinary Learning Teams

10th grade team

> **"It's a risk to join a team when you have been a solo artist. I wouldn't want to be anywhere else. The ILT concept is the only way to teach."**
>
> Tim Coll
> 10th Grade ILT Teacher

The study of this team began with only the English and social studies teachers; however, after one day I realized that the fine arts teacher was an integral part of this ILT. Even though she is technically assigned as a support to all sophomore teams, Mary Frances Starcher is accepted by Tim Coll and Doug Mahaney as a full member of their ILT. They plan, reflect and evaluate as a threesome, often staying late into the evening hours. Their dialogues are so well known around the school that the principal says he won't sit with them at lunch because they "talk philosophy." Mary Frances Starcher was part of the master's degree program and is responsible for designing the sophomore fine arts curriculum. She said, "I didn't realize it was my program to develop. At first I tried to please everyone and didn't please anyone, including myself. I didn't see teacher empowerment as a reality. Now it seems legitimate and is kind of scary."

Her input into this study is enlightening not only because of her close relationship with Tim Coll and Doug Mahaney but also because of her breadth of experience with other sophomore ILTs.

The relation of fine arts with the teams. Over 450 sophomores are normally in the 18 different fine arts sections divided among the sophomore ILTs. Mary Frances Starcher usually meets with each section at least once a week, but that depends on a variety of factors including the receptivity of the teams to the arts and what else is going on in their classes at the time. Even though her formal background is in English and studio art, she also includes drama (such as scenes from morality plays), basic music instruction (usually through a study of early musical instruments), and dance (with the assistance of the dance instructor). She is constantly trying to update her content knowledge and was recently awarded a two-summer NEH grant to study Socrates and Plato. Mary Frances Starcher describes her unique responsibilities in the program:

> I have to work with each different ILT according to the teaching styles of those particular teachers. Some people will allow me to take their students in small groups for three days in a row, and they will have other activities going on, and I can work that way. Other teachers have their own plans, and I can't do that. I have to use a different delivery method. But that doesn't bother me because it keeps it interesting. I don't have to go in and do exactly the same thing 9 or 18 times, so I just try to do my own thing but structure it along with the personalities and teaching styles of that particular team.

They often talk about lesson design and "decision making based on reality." Tim Coll's philosophy of education was reshaped after we attended a three week clinical supervision training session at UCLA with Madeline Hunter. Because of his understanding of lesson design and his personal experience with it, he is often approached by other teachers to help them plan more effective lessons. He says that the Hunter model provides a useful way to talk about schooling. The day after the term ended this year, I heard Mary Frances Starcher request suggestions from him during the next term that would help her improve her teaching. This indicates her trust in him as well as recognition of her teammate as a professional educator.

Following one of her art lessons, Mary Frances Starcher said that she had expected Tim Coll to "chime in more." He responded that he was "just learning today." Indeed, he did everything the students were asked to do; he took notes, completed the practice test, and made four versions of a drawing. All the students were actively involved, so he did not need to interrupt his own learning to act as teacher and sat toward the rear of the room as a co-participant. She seemed pleased that her partner was learning from her.

The three of them express a desire for more opportunities to plan together, but with Mary Frances Starcher's responsibility to three other sophomore teams, they cannot manage as much common time as they say they would like. Throughout the study, I noticed several themes which are discussed in the following sections.

Interpersonal relationships. The three value each other personally and express responsibility for each other's well being. Tim Coll has had some difficult personal times, and his teammates are there to support him. Doug Mahaney says:

> I keep him from being in a blue funk. Yeah. I am 'Laughs a Lot' [pun on Lancelot which they had just been studying]. From the very first time we got together at Stonewall Jackson until this point, we've kinda hit it off. Our personalities mesh. Either one of us may have irritated [each other] terribly in the past but if I have, he hasn't ever told me. I know he's never bothered me. We seem to get along tremendously well together. He's a real low key guy, and I am too. Anything can happen in my day, and it really doesn't shake me up.

Knowledge -- a common goal. Despite their casual outward appearance and sometimes 'light' behavior, this team thinks seriously and engages in frequent discussions of pedagogy and content. The element of respect for each other's intelligence and experience keeps resurfacing in their interviews as in these comments by Tim Coll:

> Doug has been a teacher of world cultures a long time . . . so when I have a question about a cultural reference he knows the answer or knows where to look for it. On the other hand, he has always been interested in helping kids develop their thinking and writing skills, and I've had special training in that area, so we talk about our goals for the kids and about things we'd like to teach and develop more, and just ordinary things like sentence structure or paragraph structure, both

> very essential, and he and I can plan to reinforce those skills in our classes . . . . He's very collaborative.

Doug Mahaney echoes these sentiments:

> Mr. Coll and I often times between class, before school, after school, we comment about student behaviors and these types of things. We do a lot -- I guess you'd call it 'off the cuff' planning and preparation. I know Mrs. Starcher sometimes will come and sit in and say, 'What are you guys doing?' and 'My next fine arts lesson is going to be basically this; what else should I do?'
>
> We're very informal planners. As far as having a set time every day to sit down and go over things, we don't do that. We always know about where or approximately, never exactly (laughs) what the other one's doing. We always have a pretty good idea of what's going on. Tim will check in with me in the morning and say, 'What are you all doing today?' and I'll say, 'What's going on over there?' and he'll tell me. A lot of times we'll bring up things. Sometimes he's come to me and said, 'I'd like to do this and this and this and this,' and I'll say, 'I'd like to too, but this week I need some time.
>
> And the other's true too. Sometimes I say, 'Do you need to do or want to do this?' And he'll say, 'I don't think that's a good idea.' So you know, we don't; we never had conflicts. We don't always agree with what we should do. Sometimes because of time constraints or tests or other things that are going on, we can't always get together and do the things we want to do, but we've never gotten to the point where we don't always check and ask and see.

Time as an issue. Due to the expansive body of 10th grade curricula, the team faces choices of what to include in lessons. They all believe in the philosophy that content should be the vehicle for teaching skills.

Tim Coll: I think we're teaching more, they're learning more, but we're not 'covering' as much."

From time to time they feel external pressures to "speed up" but so far have been able to support one another in resisting. This group has also found -- as research (Burns, Ed., 1992) bears out -- that teaming itself takes extra time.

> We feel that after-hours processing is very important. We don't schedule it. It's not strict, but it happens regularly. So there's a lot of exchange of ideas, techniques, project ideas -- things that we find ourselves just talking about. I'm very fortunate to have been part of that.

Explaining how they freely relinquish class time to one another based on the particular situation, Tim Coll says:

> No one feels slighted . . . .We take turns or do whatever the content dictates, whatever their understanding dictates. We have to be very flexible, that's the key. Flowing with the reality of the situation, the nature of the situation is terribly important . . . . You can't have a rigid team . . . . I know some teachers feel that . . . [it's] a cardinal sin if they vary from their unit by a day. We can't function that way. . . so, flexibility with your team member and constant communication with your team member are essential.

My observations verify the living out of this philosophy as one day I watch Tim Coll negotiating with his partner to get students more time on a writing assignment. "They're not ready," he says. Doug Mahaney accepts the judgment and adjusts his plans accordingly. The team is notorious for being the last ones to turn in grades at the end of the semester. They take the assigning of grades seriously and express a moral compulsion to thoroughly consider all the factors before giving the marks. "That takes time," they say.

Student-centered and process oriented. The sophomore humanities curriculum covers the earliest history through the Middle Ages. It has also fallen on the 10th grade teachers to incorporate a general orientation to the school and its facilities (Media Center and computer lab) as well as specific instruction in study skills. To accommodate the state-required remediation for those scoring below the 40th percentile on standardized achievement tests, they have had to relinquish some curricular choices and provide some basic skills instruction. In addition, they include preparation for the state writing assessment which is given during the spring of the sophomore year. Having to make choices within the large volume of "requirements" has led to an outcomes-based approach to their curriculum which Tim Coll describes:

> I guess we both value the same things. We want our kids to be fluent speakers, fluent writers, people who process information, people who run down leads when they need to find information. People who are educated in the sense that they know what to do when they don't know what to do. Not education for the simple task of gathering fact after fact after fact. That's not it at all. We know we have computers which can store facts. We have encyclopedia sets that store facts. The human mind can store a lot of information, but it's not smart just to tuck that away for some question or future use. Knowing the process, knowing the right people to ask or the right sources of information that are important to you . . . .
>
> We try to stimulate them with stories and information from the ancient world and then relate that to modern day living, and then, if they have further questions or if we set up challenges and activities that require more investigation, we try to help them through the library or through other texts that we have in our humanities centers. Anyway to get them interested in the important things that have happened in the past and to help them relate it in their lives, and to help them run down information to enrich their personal searches -- that's all we do.

Modeling behaviors. These teachers see working with sophomores as different from working with upperclassmen because of the students' age and what they describe as "immature" developmental levels. This ILT demonstrates their commitment to modeling the behaviors they want their students to exhibit. To illustrate respect, they use "Mr." and "Miss" before students' names; they say "please" and "thank you," and address their classes, "Ladies and gentlemen." They also strive to model the learning process itself. Mary Frances Starcher values their collaboration:

> We like to be together when we're presenting lessons, and we like to throw in information. Our minds are jogged when we hear something that one of the others says, and it makes us think of something, and we'll just throw it in during the conversation. I think that's good for the kids to see. When I'm with Doug, he's very artistic, and they'll ask him questions about how they should do this, or how they should do that . . . .
>
> We start off at the beginning of the year with letting the kids see us working in conjunction, and I think it sets the tone.

Making sense of uncertainty. Tim Coll accepts how complex and unpredictable teaching is and values the type of practical knowledge he and his teammates are constructing. Several observations document his clear leadership of pedagogy for the whole tenth grade level ILTs. Yet, despite his leadership ability, Tim Coll continues to weigh all the factors involved in making decisions for his students:

> We do, just generally, keep our fingers on the barometer. We wonder how is this activity going to fly -- is it going to fly at all? Is this writing assignment, the research project, is this reading going to work well given what we know about this group of learners and given their recent behavior?. . .We consider all of these factors, and then we modify our plans to work with those factors. We talk a lot. We meet each other informally in our mutual planning period . . . most of the time

> we'll spend a good part of that period . . . and into after-school time just talking over what it is that we want to do and where we want to go.

Through their reflection they continue to struggle to understand (McDonald, 1992). A shared commitment to learning and acceptance of its elusiveness instead of the "coverage" of specific content undergirds this team's operation. They see the total school as a learning community.

Doug Mahaney: Education is a continuing thing. You're going to learn all the time. I learn a lot every year from my cohorts and the kids that I have in class. I've learned a tremendous amount . . . and I'm sure the other teachers have picked up some ideas and some methods that have benefited them. We're a pretty flexible group. We don't have anyone who's really dominant or we don't have a person who feels that their method is the end to education. I think that's a strength for us. We all realize we are educated people. We're good teachers, but we can become better teachers.

Tim Coll: Doug has it right. All of the sophomore teachers are strong. I'm very proud to have been able to work with them. We respect each other. We share -- I can't tell you how comfortable it is -- sometimes before I even voice a need for something, it's offered or provided . . . . It's normal, it's common to walk into the center in the mornings and have a textbook or a video tape offered to you . . . .We talk school a lot . . . in the afternoon we're not really in a hurry to leave.

Mary Frances Starcher echoes their sentiments, "It's just been inspiring what I've had the opportunity to do here. I feel like I've gotten a second education."

Student acceptance. In a large school like Capital, it would be easy for students to feel lost and out of place. The ILT structure may assist sophomores in their sense of belonging through a type of "school within a school" setting. The ILT is a two-period island in the middle of a day broken by waves of class movement every 47 minutes. Tim Coll believes that students enjoy the extended time together:

> Students really do love this concept. It unites the curricula . . . . Of course it relates things from various areas, and they see that they aren't duplicating effort unnecessarily. They begin to believe that we actually do plan and think about what we ask them to do, and they appreciate the fact that they can do one project . . . interdisciplinary in nature, and they receive credit in several classes.

Mary Frances Starcher: I think they [the administration] are reinforcing the things that we as teachers talk about in respect to ourselves and the students: developing responsibility, working together as a team. I just really appreciate the administration's approach . . . the opportunity to design our own programs. They're not always looking over our shoulders, they give us so much leeway.

Tim Coll: I think it's very good for students to see two or three adults sharing similar values. I think if I had seen my history teacher or my art teacher or my math teacher also taking time in class to do these valuable things then I would have understood more about the interdisciplinary nature of real learning. I wouldn't have come away from high school with such a segmented experience . . . . It's just a great relief to work with team members who also appreciate those things.

In the very formal sense we call it interdisciplinary learning, but if they come away with an intermingled understanding of how everything happens together and nothing happens in isolation, then we've achieved our purposes. I'm very proud of what we do.

Mary Frances Starcher: I really liked the 'blurring' of responsibilities between us. Last week, when a student was taking a make-up final and was the last one in class, he said, 'Here, are you going to grade this or is he?' And it was an English final! So that made us feel good.

11th grade team

> **"I think there's a greater appreciation and respect for your colleague. I'm able to see what's being done, by my partner, and because we move so much, you're able to see what the other ILT teachers are doing. People are willing to share. Because we're so open, and we've had so many visitors in the building, you're not distracted by any opening within or coming from the outside . . . ."**
>
> Lowell Harris
> 11th Grade ILT Teacher

The junior team represents what might be considered ideal circumstances for successful teaming at Capital: 1. Completion of the special masters degree program together. 2. Gender balance. 3. Ethnic diversity. 4. Experience in different pilot projects. 5. High degree of commitment to educational profession. 6. On-going content training. Because Nancy Reeves (English) was on the original planning team, served as director of the Stonewall Jackson pilot, and was on the Management and ASCD teams, she has a depth of understanding of the entire school concept that only a few others possess. Within their ILT she has been able to put into practice all she has learned. Because she also kept journal entries for ASCD, I have been able to incorporate additional insights into their teaming that are not available with the others. Her partner, Lowell Harris (social studies), has also participated in a variety of national level training.

Respect and trust. Their different cultural backgrounds and personal circumstances meant that this team had to first construct a framework for their collaboration. Each has had different partners, making them quite sensitive to establishing positive interpersonal relationships needed to make their team work the way they think it should. In their three years of teaming, they have identified some essential criteria. Lowell Harris explains:

> I think in my mind, there's a high tolerance for ambiguity, and if you're teaching here, you have [to be] very flexible. You respect the discipline of your partner. Your partner has that mutual respect. I don't think that happens very often.

> Because I know what my partner is doing is very important, and my partner feels the same way, I don't feel like my discipline is being sacrificed. The respect and trust.
>
> Being part of a team, I've also been exposed to a greater amount of resources, so if you're leaning on someone else you have access to resources that you may not have had. Not only is that with your partner but with the other 11th grade teams, so we can lean on each other. There are other teams, team members, individuals that have strengths that you can lean on. For example, I might go to one of the social studies teachers on the same junior level and ask them if they have resources in a certain area, or if we choose, we can allow one to be a guest speaker in our own ILT.
>
> After I went to the National Endowment of the Humanities (NEH) seminar [on black literature], I was invited -- and these were the senior ILTs -- to talk about Native Son, so they knew that I had had that experience, and they wanted me to share that with their classes.
>
> We both know we're dealing with scarcity. We have a limited amount of time . . . we have a certain amount of material, and again that's where the respect comes in. We make trade-offs. For example, there may be a day when she gets a two hour block where she can teach; that's in the bank . . . for me. On another time, I might get a two hour block, so she gives that to me . . . .

Decision-making based on consensus. All teachers are held loosely accountable for "covering" material in their discipline's program of studies; on the junior level this has become even more of a challenge because state requirements have been changed. Our global humanities approach must now show an emphasis on American history. (During the pilots and first two years at the school, both English and social studies were world-wide in focus.) This team has devised its own decision-making process -- consensus --

on how to allocate time to the various mandates. Nancy Reeves describes how their process works:

> We have to go on consensus. We cannot set one up against the other. It's important that when the kids are in group work we try to carry that whole idea out, that we don't live in a black and white world anymore. It's a gray world, and that part of living in a democracy is this whole idea -- consensus. It might not be what you want, and maybe you are the one that has the opposing viewpoint, but we'll work things out through consensus. Nobody comes out as saying this was 'my idea.' It begins to be a 'group thought,' and it begins to be accepted on a much broader [basis] and carries a lot more weight. So we're trying to teach kids that there's power in consensus.

Benefits of teaming. Throughout their team observation and interview transcripts runs a thread indicating what some researchers have called "true belief" (Smith and Keith, 1971). Because of the consistency of evidence, there is little doubt in my mind that what this team says is much more than rhetoric. They believe in the ILT arrangement because it works for them and for their students. Nancy Reeves comments on the teaming advantages, "When you're in a team, there's always someone there. Mr. Harris will make comments . . . he will call my attention to a student, so it has broadened my perspective of the curriculum, but it has also broadened my perspective of my role in the classroom."

Lowell Harris adds what he sees as some of the benefits of working together in an ILT:

> I've learned so much about other disciplines. I've done a little bit of English in the past in the traditional structure, but I wasn't an expert. Now I have an expert with me -- I've learned so much and profited by my partner. It had been so long since I had been in an English class that I forgot what English could be. You know sometimes you're so isolated that you can think your discipline is the key

> discipline, but then you learn the connections and how one is not separate but a part of the others.

Nancy Reeves sees other advantages to having a partner in the classroom:

> Sometimes I get some of my ideas or approaches reinforced. Sometimes [teaming] calls attention to some of the things that maybe I don't handle as well as I should. It gives me an option to review what worked and what didn't work by seeing someone else do something, so it allows me to at least get another handle.
>
> You also have down days and up days, and there isn't a person alive that gets up every morning with all the enthusiasm. There are days that I may have sort of an off day, and Lowell can spark me, and sort of get me motivated so that I will give a better performance than I normally would. It may be that if I were in my own little cubby hole, I maybe would just kind of crawl into a shell and sort of sit back and think, 'I'll get through this day this way.' But somehow when that happens . . . . [The teammate is] that catalyst for doing a good job or staying on your toes.
>
> Lowell and I have pretty much the same philosophy of teaching and learning and what is expected of students. It's interesting to see how he goes about that process and how I go about that process. He gives me ideas, and I give him ideas.

Lowell Harris even notes physical reasons for implementing the teaming structure:

> I tell you what, I'm less tired at the end of the day as a result of teaching in an ILT as opposed to traditional teaching mode . . . . When you have a partner, your partner can help, because the partner can take some of the pressure off. Plus our teaching -- our delivery method -- we're not trying to be performers; we're trying to be facilitators. I think that's less demanding both physically and emotionally than the other lecture type performance.

> While one is lead teacher, you don't have to walk around talking about disciplinary problems; your partner can make sure that everybody is on the same wave length. Even disruptions, someone coming into the room, one person can deal with the disruption as opposed to the lead teacher . . . the lesson continues.

Nancy Reeves: Very often -- we don't correct one another -- but we will in a very caring, concerned way, sort of let one person know he needs to lighten up a little bit or 'You need to firm up a little bit,' as the case may be. So, the students come to see it . . . interestingly enough, this year (laughs), I had a number of students call me 'Mrs. Harris.'

The teachers see each other providing a balanced focus for their students as Nancy Reeves observes:

> I have a social studies minor, and I started thinking about it, and I now I know why I took the English route because I really don't see the world as a social historian sees the world. I definitely see the world through the eyes of someone who looks [in] a creative way. I don't want to deal with the hard issues in an objective fashion. I want to see them colored or shaded through story or through symbolism or whatever.
>
> Lowell sees the world as a social historian. He has now become a reader of novels. He is sold on reading novels because he has an appreciation for that. The students see him model that.

Lowell Harris nods his head in agreement and notes that they also work off each other's abilities:

> You get to know what the other person's strengths and weaknesses are, and you can share those strengths and weaknesses. 'This is what I need to work on, this is what I'd like to put together . . . .' They can give you that, even give you suggestions because your strength may be that other person's weaknesses and vice

> versa. So it helps to work with someone, and I've worked with a strong partner. She's definitely a genius in denial.

Student advocacy. School planners knew that with Capital's high percentage of "at risk" students and a large school environment, special attention would need to go toward preventing students from feeling "lost." They felt that an ILT could be an alternative to total block scheduling where a team of teachers could have a better chance to keep students from "falling in the cracks" as well as have an opportunity to share insights on student behavior. The teams could then devise appropriate interventions. Nancy Reeves appreciates this advantage:

> Between the two of us, they have an advocate. It may be that one student doesn't really perform well for him, but they will perform well for me. By sort of showing my respect for Mr. Harris and what he does and encouraging that student, I can help win that student over to the situation, and he can do the same. So that helps a lot. And too there are students that naturally relate to him or relate to me, and we'll share information as long as it's nothing that's really confidential. Mr. Harris can look at things a little differently. He does the same thing. He will reveal things to me. He will see kids in town at basketball courts and places like that, and he eats lunch with some of the kids, and he will let me in on some of the things that are going on with the students.
>
> Very often on conferencing with a student, he will notice something or something will have come out in the time that he can give me . . . he will mention [it] in the discussion . . . and it will shed a new light on the student perspective.
>
> Sometimes we take opposing viewpoints. As a matter of fact, sometimes one of us will play the devil's advocate. When we find a student that has a different perspective, but is afraid to voice that perspective for fear of being ridiculed, we can simply pick up on that and go over and play that out so that in a

> sense we give voice to a student who wouldn't ordinarily [have one], and that maybe by doing that sheds some light, opens his eyes to how the other positions fit in with his. Mr. Harris is good about getting people to see the opposite sides of the situation particularly if they're real narrow minded. He tries to get a balance.
>
> We spend a lot of time on this. We don't believe in tolerance of other ideas. We believe in 'acceptance' (stresses the word), and that there's a crucial difference between 'tolerance' and 'acceptance.' We want kids to accept one another. There's a lot of working out that has to be done between being tolerant and being accepting, and sometimes a student won't put himself up for the ridicule or for the heat that comes from his position, and therefore the other side never gets voiced.
>
> If we can kind of voice that, then a student can see his ideas in relation to the other ideas. [Then] we can batter them out, or hash them out. It's not just a matter of this position and this position (motions with hands), but we can work to some sort of consensus . . . and by working toward consensus we hope that the student works through and reaches some sort of consensus or better understanding or acceptance of the thing as opposed to rejection or tolerance.

Difference between cooperation and collaboration. Both partners initiated discussions during their interviews about the intent and depth of their teaming relationship. While Lowell Harris used the terms "independence" and "interdependence," Nancy Reeves explained the interactions in other terms:

> When you cooperate, it's as if you each have a role or responsibility, and you take a part of whatever it is to create a better whole. You still have your defined roles. You're working with what you know best in a manner that facilitates a 'larger.' In collaboration, it's more that idea of integration. It's more, you give yourself over to someone else and actually assume part of their ideas, beliefs, and so it's not like

> you're working alone, so you actually interweave. To me you mesh more in collaboration than you do in cooperation. Cooperation is almost parallel, but collaboration . . . it brings out an image of webbing.

Lowell Harris adds, "I think on the team there's interdependence but there's also independence. You have enough room to express your own individuality, but you also have responsibility and accountability . . . ."

Agreeing, Nancy Reeves says, "That makes sense because in cooperation you still maintain your independence, and yet you work for the good of whatever, but you're in your part that's the share of the whole. In the other, it is an interdependence."

Shared knowledge base. Another distinguishing characteristic of this team is its use of data/research. On several occasions Nancy Reeves has shared statistical data she has gathered about her students' absences or progress. She worries about her juniors and has developed a chart that points to the extent of the absence problem. To help her students understand, she provides them with two grades: one with zeroes averaged in and the other with the percentage determined only by work attempted.

They are the only ILT team to complete the COGS master's degree program and received a great deal of publicity for it including being on the cover of the COGS Chronicle (1991, Fall). One advocate of "bottom up" reform (Barth, 1990) says, "When teachers receive this kind of recognition, they go to extraordinary lengths to justify it," (p.120). Nancy Reeves and Lowell Harris may thus be more willing to work to make the teaming work because of the high expectations placed on their team by themselves and others.

Because of the academic orientation of the COGS master's program, both consider themselves "research based" and take pride in their culminating seminar project. They included national statistics in their final report that indicate 45% of teachers have no contact with other teachers during the day while 32% say they have infrequent contact

(Assessment of Capital, 1991). Teaming is a means to remedy that. Part of their study also dealt with the positive effect of teaming on both students and teachers.

In one ASCD journal entry, Nancy Reeves reflected her personal sense of wide-ranging responsibility for Capital's reform efforts, "What we are able to pull off should add to the body of knowledge in this area."

Student-centered delivery. Both junior participants found the graduate courses relevant to their needs especially since the professors were also trying to model teaching for understanding. Lowell Harris explains:

> The professors were at times like us; where we were teachers in training, they were creating also. They also had to deal with empowering us and acting like 'guides on the side' as opposed to the 'sage on the stage' as it goes. It benefited us because not only did we gain the knowledge, but also we became searchers of knowledge.

At times the teams may question the approach and need each other's support as Nancy Reeves notes:

> Lowell and I are always behind the other teams on the 11th grade. When we stop and think about it, sometimes we get all upset because everyone else is at the Age of Exploration, and we're still in the Reformation. I think it's because we really believe a lot in the student-centered learning, and it is a slow process.
>
> Group work takes more time, but you're aiming . . . you have different goals. It depends on whether you are wanting to teach content or teach students. Lowell and I both believe in teaching students, and if we really thought we were only going to spend one day doing this one thing, and it ends up needing two days, we spend the two days. Or it may be that I had planned to do a one hour a lesson and it runs over, and the momentum is there, then Lowell will say, 'Go with it. I'll pick up whenever.'

> [We have] a freedom to make those kinds of decisions. It's not like you pull out the plug and stop, and then it's next period, next hour. We let the students direct us on that. Where student needs crop up, we let that dictate. We're not afraid to be off beat, and that's a good part about having a good team that's working together. It's not like, 'Well, you're using my time,' or 'I'm going to miss 15 minutes of my time, and I'm not going to get this particular thing done' or whatever, because we work ultimately for the same broad, very broad goals for the kids. If I need more time to get my part of it done, then that's what it takes.

Each explains reasons for using certain teaching strategies in order to involve the teens in the learning process. They also intentionally teach students how to negotiate the real world. Nancy Reeves advises them: "What you need to know is how to construct the best learning environment for you and how to adapt to certain set environments."

Systemic effects. In one ASCD journal entry Nancy Reeves notes the influence teams have on each other:

> Although the eleventh level teams have fallen through with all-group planning, the tenth level teams have continued to team plan throughout the year. The Medieval Fair is a good example of what can happen when many good minds work cooperatively. It has been an education in itself to see how differently the teams developed: how they are now as compared to the beginning. I could write a book!

Throughout the district the effects of their teaming are being indirectly felt. In addition to Nancy Reeves' role in the county "Integrated Systems" cadre, the openness of their ILT is indirectly responsible for the district's increased sensitivity to diversity. Lowell Harris may possibly be considered by some as "extremist" in his views about African-Americans and the historical treatment of his minority group. However, since he has an "open" partner like Nancy Reeves, he feels free to address sensitive cultural issues.

Following a discussion with him, Nancy Reeves and another English teacher said they will never again teach The Adventures of Huckleberry Finn as a class novel because of its racial overtones. Their position has served as a wedge to begin dialogue throughout the system. Next year several people will meet on a regular basis specifically to look at the humanities summer reading assignment and the in-class reading lists. Lowell Harris has raised our level of consciousness to the point that the district is questioning the traditional "canon" and trying to figure out how to best incorporate multicultural texts.

Their teaming relationship has indirectly fostered the addressing of current issues of ethnicity and equity. Teams such as theirs can be a type of "check and balance" that keeps the whole system from going too far astray yet pushes us to examine issues prior to possible systemic eruption as major conflicts.

12th grade team

"The funny thing is that we tell kids, 'Now, you gotta learn to get along; you're going to work in this group.' And it's a good lesson in humility for teachers to sit down and say, 'OK, we've got to work together.'"

Lorraine Hall
12th Grade ILT Teacher

Each of the four years this team has been together reflects a different developmental stage. During the first year the only semblance of teaming was that their rooms were next to each other's, and they shared the same students. In year two they began working together, especially after they "cleared the air" and started grouping their students in the same room to make their work easier. They discovered what they consider a major benefit of teaming: presenting the lesson half the number of times.

Year three was the best, according to them. They -- along with the other senior teachers -- moved their offices into the senior humanities center and began rotating their classes into the large room. Their experience together the year before gave them a head start on utilizing this common physical space. This year, however, brought major changes which reshaped their relationship and put strains on their previously established bonds. Their story demonstrates the difficulty of creating a working team, some of the problems encountered in its operation, and the most discouraging factor -- the fragility of it all. Last year, 1992-93, they were both elated and remarked that it had been the best year in teaching either had experienced; this year, they can't wait for the year to be over. The difference appears to be due to increased stress levels created by a combination of professional and personal factors which are not included in the analysis. (Unless otherwise noted, remarks that follow come from 1992-93, the year of their formal observations.)

Personal choices each made reflect the constant tension between the finite commodities of time and energy required for personal needs/desires and those needed to sustain a team. This year Lorraine Hall has the added responsibility of the arts instruction for all seniors, and Nancy Spears is pregnant and also is serving as president of the Faculty Senate. (A substitute completed the final month of school during her maternity leave.)

Team concept expands. After discovering the tangible benefit of saving time and energy by combining classes, this team assumed leadership of other senior humanities teachers as they sought to recruit teams on their grade level into a type of network. They reasoned that this type of grade level management system would be more efficient -- less individual planning would be needed -- and more effective because individual teachers would be working from their strengths. Lorraine Hall praises their progress, "We've really all made giant steps working together this year -- despite all our differences. We have really begun to help each other!"

Nancy Spears: We've been able to pull a whole other senior level which is real exciting. . . . In the beginning we tried to have a meeting with the whole team and basically picked where we were going to begin in history which is what we did. We want cooperation, we want the team player approach to life . . . . We were willing to learn to give and take.

Lorraine Hall: All of us have to learn how we can benefit each other by working together. That will be six ILTs we'll have working in a team that way. We're pulling on each other's strengths and trying to see the things that people can really add [that] different people do well and that they love doing because I think that's the secret.

Importance of communication. One of the advantages of teaming that has been cited by many studies (Burns, Ed., 1992) is an increased ease of communication. Being in close proximity (sharing teaching spaces within the centers or in separate rooms with interconnecting doors) has helped the teams strengthen their relationships.

Nancy Spears: We communicate. I would say that we probably have a 95% communication rate. We talk on the phone after school. We see each other over the holidays . . . we eat lunch together . . . we spend our planning time together. Usually where you find her, you find me.

Lorraine Hall: I think Nancy put her finger on it. She says this is the first year it's been fun for us, and we have enjoyed working together because we've ironed out the 'crap,' and we have gotten rid of a lot of the problems. I think we know what each person feels is priority, and you can work from there instead of dealing with that every time and fighting about it.

Nancy Spears: Right.

Lorraine Hall: Because we had some rough times last year.

Nancy Spears: I got into the bad habit of trying to protect her feelings . . . . It's a fault, not a plus. So what I often found myself doing was saying, 'Just don't tell her, and it'll be OK,' and that was a real problem because there wasn't communication, and a major part of it was my fault because I didn't want to upset her, which is wrong. She's stronger (laughs) than I am.

But as soon as I finally realized that I no longer was in the protection business, I think that really helped a lot because then I could go to her and say whatever it was that needed to be said.

Lorraine Hall: We operate much better getting stuff out in the open instead of having an undercurrent and both getting resentful and both taking our problems elsewhere or feeling that the hell with it all, it's not worth it. It's not important to me.

Nancy Spears: We can pretty much read that something's not right with each other . . . .

Control of the time factor. Being able to "cover" each other's classes when they must attend to errands means the team has been able to assume more control of the usually rigid 7:30 a.m. - 3 p.m. school hours. Since they have common needs and have found a compatible way to take care of them, each is able to balance her role as mother and teacher with a bit less strain. Because of teaming, the norm of covering your own classes has shifted for them making it legal and acceptable to sign out and leave campus for a couple hours while the partner carries on class as usual. This allows them to be 'homeroom mothers,' go on a Brownie field trips or keep doctor's appointments without taking an entire day off work and disrupting their students' education with a substitute.

Lorraine Hall: I think one thing we are good at too is being able to say, 'Give me the

> day off' or 'You need a day off' or 'You need time to . . . .' (Several times I documented this type of statement during the following year.) Nancy will say, 'Why don't you let me take both periods today, and you'll have time to get all that garbage together [for the slide presentation],' and I think that's the important part of reading each other.

One day I observed one of them telling the other to leave their classroom and go work on the next lesson. Nancy Spears told Lorraine Hall, "Get out of here!'" I asked them about how that type of comment made them feel. Lorraine Hall approved, "Because it doesn't make you feel guilty." They are victims of the commonly held belief that if teachers aren't in the actual process of instructing, they are not 'working,' a misunderstanding union leaders and others have said must be communicated to the public (Elmore, 1991; Shanker, 1990).

The senior team found that the two period block can provide more individualized instruction. Lorraine Hall explains how they divide the time:

> You know it makes life easier to say, 'OK, as soon as you're done here, you don't have to sit for the rest of the period. Since you finished 35 minutes before everybody else, go ahead upstairs and work in a different environment.' You get a change of seats, so to speak, and the other person gets what he wants done, or

sometimes the other person will come in and say, 'OK, I need 15 minutes with you and takes it. The other person takes a double period.

Sometimes we will split them into several small groups. Sometimes we'll take eight or ten kids and go down and work with them at a table, and the other kids will do a reading assignment up at the other end. It just requires a little more preparation.

Benefits to students. The senior team demonstrated on several occasions how teaming improves their work with students. In addition to increased flexibility with their grouping, other benefits attend to specific student needs. They repeatedly stress the united front that a team must have.

Lorraine Hall: It's really a terrific way to go for you and for the kids too. They know that if they turn in a paper late to this person, that the same rules apply over here. And that, if they write a paper that yes, they do have to worry about the spelling and the paragraph structure even though this is a history paper. We never have kids say to us, 'Well this is history. This is English.'

It's been a real satisfying way to do things because it shows again how you need the skills from the one area to compliment another area and reinforce . . . . We've been doing our papers in conjunction for the last three years.

Relating to each other. Each member of this team has worked in environments outside the school and carries with her an internalized sense of professionalism. They constantly search for information which will help their students make connections and value one another's background.

Nancy Spears: I have learned a lot from her, an awfully lot, and I like to think that she's learned something from me too. Now I'm concrete. I keep the absence book whereas Lorraine is more of a 'Let's make it happen' kind of person and 'this is what we're going to do' and 'this is how it's going to happen,' and she can see the genius because she can see the goal, and she also can see how to get to that goal. Sometimes I'm more bogged down by the process than I am the eventuality.

Whereas sometimes Lorraine tends to just see the negatives, then I can say, 'Stop, wait. Here are the positives. This is the good. This is what's happening. Ignore those bad things,' you know. 'Yeah, you've got a kid who slept through the project or slept through the slide presentation, but big deal. You've got 45 other kids who were awake with it and loved it.

When I get really angry, she is my calming influence . . . . When I would, in one or two instances this year, have been ready to just go off and chew a new button, she says, 'No wait, it's not that important.' And she's right. It works both ways. She is a calming influence for me when I need it, and I am the cheerer upper when she needs it.

She's taught me an awful lot about just the whole world. I never stop learning from her. I've learned more English literature. She's teaching me to spell (laughing) after 37 years. It's just . . . I can't imagine my life without her . . . as my partner. We get together on limited social occasions, but she has her life, and I have mine, and it's almost a professional relationship along with a little bit of personal life tossed in there.

My team partner and I through the last three years have worked through so much that now it's almost as if we breathe the same air . . . like you put us into a mixing bowl and mix us up. We really think we ought to be (speeding up her speech) 'Spears-Hall.'

Lorraine Hall: I remember when she came back from that [workshop on team building]. She said, 'You know what . . . something that I realized we don't do often enough is compliment each other when we do something good, and we have really tried to be a bit more conscious of that, and it's real good strokes for you because we don't do it just to do it, but we try to notice the good things as well as the things that don't work, and we're pretty honest about those too. I think that's a good point.

Nancy Spears: I just don't ever want to have to experience going back to teaching just straight social studies away from a team partner. I think that this is such a plus because it shows the kids educationally, schematically how things go together . . . . I think that our kids are leaving this building next month really prepared . . . with more knowledge of fine arts than any of the other ones in the building because of what we've done this year, and that's Lorraine. She has really pulled [together] a fine arts program that can't be beat under dire circumstances and done an outstanding job with it.

Decision-making process. Due to their harried schedule, many of their decisions are made as the need arises.

Nancy Spears: We do a lot of brainstorming, real quick. 'Lorraine, I'm on the Civil War; what can you do to help me out here?' . . . . (Switching inflection to mimic her partner), 'Well, OK, I've got these three short stories, and I can do a fine arts presentation on political cartoons.' (Changing inflection to indicate a switch back to herself) 'Cool. Fine. Let's do it,' and that's how we worked it.

One day after class I observe them planning at the classroom door. They laugh for several minutes as they envision their roles in the next day's lesson. Lorraine Hall playfully grabs an overhead from Nancy Spears. "I want to do . . . songs . . . I'd like to play through . . . it would be something like a four hour presentation." They both laugh at the absurdity of the amount of time mentioned.

The next day they are talking before class first period about the news clippings each will be using in her elective classes. Nancy Spears holds a copy of her clipping and asks: "What's today? The 12th or 13th, so sometime today you'd better check [about their use of computer lab]." Lorraine Hall nods, and they hurry off to their separate room rotations.

During their slide and tape presentation on the 60s I observed an exchange that brings to mind a tennis metaphor. One of them would serve the topic:

Lorraine Hall: This is Kennedy and Nixon before their famous debate. (Nodding to Nancy.) Would you like to tell the rest of the story?

The other would return the "serve." During the hour the score goes back and forth according to who had the most number of "remember when" points. As slides of my past memories flashed on the screen, and I heard songs I had almost forgotten, I found myself absorbed in the match. I had witnessed first hand an example of synergism that comes about when teams are on the same "wave length" or in keeping with this metaphor, they are on the same playing court.

Lorraine Hall: I hope this isn't a fluke year because it's been such a good year, and a rewarding year. I've worked my tail off. I've gone on probably five hours sleep on the average all year, but I have really felt that we've accomplished some good things and that things are beginning to fall together and that we are doing some things a little different here.

I asked if she felt control over what she was doing.

Lorraine Hall: Absolutely . . . . I think we've moved along incredibly well, and I think one of the things when we first begin to look at a unit or a time period, is 'OK, what do you think is most important for the kids to get out of this? What do you want to get across? How much do you want to cover? How important is it to you?' . . . 'Well, I want to do this, and I want to do this,' and 'Well, OK we could do this, but I don't think it's that important, so why don't you focus on the things

> that you think are more important here 'cause I really want to do this on the next unit.' That's pretty much how we handle most of our things I think.

Lorraine Hall has been able to observe the workings of the Faculty Senate more closely than most since her partner was vice president one year and president this year. She credits what she sees as progress in the school's site-based management partially as the result of the "principal's being laissez faire with us, not in a negative way, but in a positive way."

Summary of Teaming

The three teams were chosen for the study because they represented several variables. Despite their differences, the teams all exhibit Maeroff's (1988) characteristics of empowerment -- professionalism, risk-taking, seeking knowledge, and networking -- as they continue to explore alternative pedagogy. Their access to decision-making in other areas is also increasing with their experience.

Study participants identified all the benefits of teaming noted by AEL (1992) in one of their studies: "Decreased isolation and increased emotional support, encouragement, and knowledge from team members; shared responsibilities; increased program effectiveness; participatory problem solving and decision-making; and increased authority and accountability" (Burns, Ed., p. 4.7). AEL also used this research to list problems identified by teachers related to teaming: "Scheduling for common planning time and teamed instruction; lack of flexible instructional space; lack of resources and supports from administrators, parents, and other teachers; lack of commitment from team members; and loss of autonomy" (Burns, Ed., p. 4.7). None of the Capital teachers cited these. They did, however, recognize the loss of some individual freedom such as making spur-of-the-moment decisions but didn't think this negative was enough to offset the advantages of team decision-making.

Team characteristics

This study does not address personal factors of the participants which might influence their teaming. Since the initial Capital humanities teachers were specifically hired to work on an ILT, they probably had a predisposition to favor the teaming concept. Planners did not interpret the ILT as "turn teaching" which Sanbern (1990) would call a "work group" (cited in Burns, Ed., 1992, p. 4.40).

Senior participants each have had other careers which differentiates them from the other study participants. Two of the participants hold part-time jobs during the school year, and one teaches summer school. Four have considered career changes at one time or another due to financial considerations and increasing personal stress. At the moment, given the current job market and relative security of their positions, they are finding benefits of the challenge at Capital High to outweigh the problems.

Sense of community

Through the ILTs students have a school-within-the-school environment which reduces the impact of the school's size on them and helps teachers get to know one another. They all commented on how students confuse their identity and blur their names, what they consider as an external validation of student perceptions of their teaming. ILTs make students feel more like they belong to the school and also give teachers a sense of identity.

Training for teaming

Minimal training on the process of working together occurred during Capital's staff development. Our sessions focused more on curriculum with some training in learning styles. There was no concrete preparation or practice in conflict management, goal setting, or reaching consensus. Each team studied seems to have evolved its own method of shared decision-making. The biggest assistance originated from teams which had successfully taught together in the pilots. Tim Coll and Doug Mahaney and another sophomore team started working with other pairs across their grade at Capital when it opened. The junior level benefited from the experiences of Nancy Reeves and Lowell Harris. Lorraine Hall, with one year of teaming in the pilot, was the only senior teacher who had experience in team teaching.

Leadership within the teams and grade levels

Leadership rotates depending on the topic under consideration. For instance, if it is time for the research paper, the English teacher leads, while if it is the world religions segment, the social studies teacher may guide the plans. In none of the three teams did there seem a dominant partner; they pointed out several times that one of the benefits of teaming was being able to capitalize on members' strengths and minimize their weaknesses. It seems an unwritten rule that if one comes up with an idea, that person will take the lead (as with the college and career notebook project Nancy Reeves designed).

When the teams meet on grade level, leadership is informal. In the fall of 1992-93, Tim Coll assumed the leadership of the pre-school meeting. Later in the year when the English teachers met to discuss summer readings, none of the study participants led their grade level discussions.

Frequency of contact as a dimension of collaboration

The sophomore team seemed to spend more out-of-school hours "debriefing" than the other two, but there are personal conditions which make this observation irrelevant as a measurement of total team interaction. The argument of quality of time vs. quantity was not a consideration. From my formal and informal observations I learned that the teams do spend most of their preparation periods together. If a teammate needs some time alone to plan an individual lesson or get caught up on grading, that wish seems honored. In order to finish grading research papers, Lorraine Hall reserved the conference room in the humanities lounge for several days so she could work undisturbed. During this time her partner conducted all their classes.

Teams have no written rules but are guided by trial and error, their skills, and experiences. If plans aren't going along as they anticipate, they might spend the next preparation period revising their schedule. If they have behavior problems, they may access data on attendance to determine patterns that might help them understand what is happening affectively with their students. After students score poorly on an assignment, they may do some task analysis to see what had caused the lack of understanding.

Lorraine Hall and Nancy Spears mentioned sitting down at the end of each week to block out the next week's activities, but the other two teams had no formal scheduling arrangement. They instead used the master syllabus as a guide to planning. I often heard them say, "We need to sit down and plan" with the degree of urgency depending on how close they were to completing their current units.

Reinforcements and restrictions

Capital's status as a model school and the large numbers of visitors each year present an added incentive for teams to continue seeking innovation and improvement. The structure presents both opportunity for professional growth (content and pedagogy) and challenges as with all personal relationships. Known benefits of teaming -- avoidance of fragmentation and overload -- compliment and reinforce their personal beliefs.

The AEL researchers (1992) found only positive effects of teaming on students during their literature review: "increased sense of identity, belonging, and security; increased motivation; and transfer of learning," (Burns, Ed., p. 4.7). On the basis of informal written student comments received from two ILTs, the Assessment (1991) study, and casual observations, I found my data in agreement. As some business managers (1984) explain, there is a sort of "Cycle of Empowerment" with

> *Teaming* [flowing into] *Contributing* (making decisions, testing choices, and sharing responsibilities) [flowing into] *Interdependence* (taking full responsibility, self-directing, applying interpersonal skills) [and flowing into] *Learning* (how, when, where) [and then returning to] *Teaming* (working with others, sense of community, communicating)." (adapted from Brewer, J., Ainsworth, J. M. & Wynne, G.E., cited in Burns, Ed., 1992, p. 5.7)

AEL (1992) says there are hidden ways teaming helps reform the very basics of the teacher/student educational relationship:

> Partner or team planning/teaching may assist teachers in restructuring the ways they present information to their students. As a result of this restructuring from the inside out, teachers gain ownership of their curricula and support from their colleagues. Furthermore, they may find better ways to enable and motivate their students. (Burns, Ed., p. 5-3).

Models and stages of teaming. These three teams use a webbed model with connectivity occurring through focus on common themes; each team member contributes his/her own discipline expertise (Burns, 1992, p. 2.14-17).

Two decades ago Warwick (1971) examined *stages* of teaming, describing the next to the highest level as a place where students have input "by their enthusiasm or lack of it" (p. 119). This would hold true for the teams studied as they sought and then responded to student feedback. Warwick's (1971) final stage, which Fogarty (1991) calls an "immersed model" focuses on broad themes (i.e. Middle Ages or Renaissance) rather than subject content and is the one where all three teams seem to be heading. To this, I add the element of empowerment. At this point there is confidence in your particular team to boldly make decisions based on student needs in spite of external pressures and curricular requisites.

Benefits of teaming. Almost 30 years ago researchers were already seeing the possible connections between teaming and empowerment:

> Innovations are more likely to be accepted when they increase and reinforce initiative-taking and autonomy. The fairly rapid diffusion of team teaching (apparently a radical role shift) may well be explained by the fact that it increases initiative and autonomy -- while reducing isolation and adding perceived support from peers. It may also reinforce values centering around 'professionalism.
>
> (Miles, 1964, p. 639)

My observations also point to the value of the ILT itself as an instrument for restructuring. Our change to the teaming organization was not radical, yet results point to the structure being an effective tool for generating staff autonomy. Our ILT model is grounded in research (I assessed the pilots), continues to be evaluated by the local graduate college, and is self-monitored by the teams. Such a simple staffing switch seems to have facilitated major changes. Surprising us most was the unexpected support from students as well as the ease with which current teachers initiated the responsibility for orienting newcomers to the concept.

In the case of the sophomore teachers, the main benefit of teaming appears to be a sense of belonging, comfort, and ready access to co-learners with the same teaching philosophy. Their team is a place where they feel empowerment over their workplace, try out ideas and nurture learners.

For the junior team the element of professionalism comes into view as the dominant factor supporting their belief in the ILT. These are teachers who researched the benefits of teaming; their knowledge and on-going learning has empowered them to choose their strategies based on data they collect from their learners. Their goal is to create an environment where their students can learn the skills they need for life in the 21st century.

Senior teachers in this study cite the biggest benefit of teaming being its power to simplify and improve their work. Their sense of "team" has also extended to include other twelfth grade ILTs. Team teaching has proven attractive to them because they perceive personal benefit from the structure; it allows them to work smarter.

Four years into the school a community of learners is beginning to emerge. Armed with knowledge, experience, and self-confidence, the three teams being studied demonstrate their empowerment by authentically shaping their educational delivery. They do what they feel is right for their students -- even if they are behind in "covering" everything in the program of studies. They make a curricular stand because of the "rightness" of it, using the content as a vehicle for teaching skills. What they are experiencing is common to successful teams, according to Arhar's (1988) study:

> The shared decision-making opportunities present on a team seem to enhance the teachers' sense of power and control, and increases the likelihood that they will engage in cooperative endeavors. So, while it appears that teaching arrangements are not sufficient to cause collaboration, they are a necessary prerequisite for such cooperation among teachers (cited in Arhar, Johnston & Merkle, p. 25).

Overall, all teams are changing from being "in authority" to becoming "an authority." This shift in style of control may be attributable to a variety of factors, but use of teaching-for-understanding strategies and teaming are two that seem most influential. Could the restructuring process occur in some other structure? Yes, but in our conversations about the value of teaming, I sense that the ILT arrangement has made these teachers' jobs easier and more fulfilling while at the same time stretching them to grow.

Chapter 5

Educational Innovations -- Curriculum and Instruction

"Decisions surrounding the instructional design [of Capital] were based on the latest research in education, particularly effective schools research. Concepts such as interdisciplinary teaching, cooperative learning, teaming, student-centered learning and integrated curriculum became part of the goals of Capital High . . . . "

Assessment of Capital (1991), p. 11

"My students are well rehearsed and conditioned in summarizing, copying, plagiarizing, and recall. They seem, like most every student who has been subjected to the traditional educational system, to have become zombies, lost or imprisoned, condemned to serve their time wandering from classroom to classroom until proof exists they have yielded to the taskmaster's will by becoming clones of those inmates who have preceded them. My objective is to use Writing To Learn techniques (e.g. clustering, along with focus writing, double entries, and reading responses) to help awaken the zombies and free the captives."

Lowell Harris
11th Grade ILT Teacher

Overview of chapter

Educational reformers encounter the question from school districts anxious to restructure: "Where do we start? There are so many things that need to happen simultaneously: increased professionalism, improved student performance, meeting goals of mission statements, reorganizing staff development etc." Because Capital teachers saw the whole reason for reform as improvement of student learning, we answered that question by placing curriculum and instruction as the cornerstone of our efforts.

We changed the curricular design to focus on the content needed to meet graduation outcomes and then moved into a building that was designed for improved instruction. Site-based management altered our governance and spurred teachers on to assert control over substantive teaching issues. Teachers teamed in ILTs to provide broader subject backgrounds and to orchestrate content connections; the support they found in each other as professionals and "peer coaches" was an unexpected benefit.

Our early stages of curricular innovation brought anxiety and stress. We were also threatened by the perception that students, parents and co-workers would judge us harshly for not making the innovations work. During the training for the three strategies examined in this chapter, instructors acknowledged our discomfort and explained that our uncertainties were normal during implementation of new practices. Knowing that this sense of frustration -- due to loss of control -- was an expected phenomenon, decreased -- but did not erase -- our apprehension and allowed us to withhold judgment.

While altering our mind set from mastering content to teaching for understanding, we discovered that we also needed to alter our relationships with students. Just as administrators had empowered teachers to make curricular decisions in the governance framework, we recognized the need to duplicate that ownership of learning within the teacher/student framework. As we moved toward a facilitative model, we noticed that the three specific strategies -- Writing To Learn (WTL), cooperative learning, and integration of technology -- focused on student empowerment as well as teaching for understanding.

The use of these particular strategies indicates that the teacher has been empowered to let go of the lecture format as a sole delivery method and go on to create original curriculum and instruction. When we began planning teacher training, we made our choices based on the overall usefulness of the techniques as tools to create more active classrooms. None of the teams had used any of these strategies before Capital training began.

In each method the teacher becomes a learner. A sense of shared exploration exists because the classroom outcomes are not clear cut. Both cooperative learning and WTL fulfill the need for students to write and talk about what matters to them as they learn. Teachers who see that students gain deeper comprehension this way than from the usual reading of texts and listening to teachers lecture are reinforced in their willingness to "let go" and design learning situations where students can take the lead.

In this chapter I describe each of the three methods, indicate the type of staff development provided, document each team's use of the methodologies and describe the overall effect of the strategies.

Evidence of traditional teaching

Use of lecture delivery and being text-centered are two primary indicators of traditional schooling. Whether being didactic and teaching for understanding are mutually exclusive is an issue these teams are currently facing. At this point they seem to feel that there is a place for direct instruction to provide a base of knowledge before students assume control of decisions. Teams appear confused as to when they can safely "turn over" the direction of the classroom to their learners because mastery of learning is not as easily evaluated, and results are less predictable.

Teachers in the master's degree study indicated the dominant national delivery structure (without restriction to content areas) for middle and secondary classrooms continues to be lecture (Assessment of Capital, 1991). Teachers use examinations supplied by the publisher in the form of true-false and multiple choice content questions; essay tests are more likely given to the advanced groups. Capital planners hoped to change this picture at the new school through a planned professional development sequence.

Student input is often solicited through the guise of class discussions; however, in two instances I observed the format subsequently becoming teacher-dominated and more aptly described as "lecture." Teachers are having difficulty distinguishing between the trappings of dialogue (student voices are heard) and the content (what they want the students to say is actually factual recall). Here especially they seem to be keeping parts of their past teacher-centered practices while attempting to move to future models that genuinely involve students. I too struggle with this mind shift in my classes and identify with their dilemmas.

On only two occasions in all the periods I spent observing did I notice a significant number of students off task. In one class (toward the end of the year) 10 of the 19 students have their heads down as a filmstrip is shown. (Usually this class has an extremely high degree of student participation.) Another day a group of seniors could not be prompted into a class discussion; for some reason, these students -- whom I previously observed as active participants -- were silent. Teachers accept that there are times when things just don't "click."

Evidence of factual recall appeared frequently, but it was not usually restricted to verbatim repetition. The choral drill used by one history teacher to help students locate countries on a global map was an especially effective method as gauged by students' reactions and performance. Only once did I see "I have the correct answer, now you guess it" type activity. This lesson would be described as an oral fill-in-the-blanks type lecture.

Never did I hear the power response -- "Because I say so" -- to any question asked by students about the reason for what was being taught. Instead, these teachers shared their task analysis and seemed to welcome the opportunity to explain their rationales: "To help you learn, we need to do this."

At final exam time, most teachers gave factual recall tests which could be scored by the Scantron machine due to the short time to get grading completed. Since finals accounted for 25 per cent of the final grades, the alignment of this particular type of exam with what really went on in the classroom bothered at least two of the study participants. One told me she didn't care about the rule of giving an exam according to the schedule; instead, she felt empowered to violate the recognized test day and gave them a take-home essay test the weekend before. On the exam day itself they shared their responses in a non-threatening, low anxiety environment. I too went against the ruling as my students led their portfolio conferences that day.

Initial implementation

The eight teachers who researched the first year of Capital indicated that WTL, cooperative learning, and the integration of computers were all well on their way at that time to becoming established strategies (Assessment of Capital, 1991).

In their new roles as curriculum planners, teachers became co-learners about student-centered delivery with professors from COGS as they completed action research. During the first year, they learned how to use new technology, attempted to make additional interdisciplinary content connections, and began functioning as coaches, guides, and facilitators of their students' learning. They continued to gain academic knowledge through graduate classes, special seminars, and summer study programs. (Six of the seven teachers being studied have been part of either state or national study programs since the school opened.)

Writing To Learn (WTL)

As English teachers who had been exposed to the value of the writing process in our ETE project, Nancy Reeves and I recognized that by teaching WTL we would be teaching "thinking on paper." West Virginia's Writing Project director Fran Simone (1988) explains the reasoning behind the approach:

> [It is] based on the proposition that writing -- to learn, to discover, to clarify, to explain -- is an integral part of the thinking/learning process in any discipline, academic, or vocational . . . . Teachers of all disciplines discover, develop, and discuss ways of helping students use writing to improve learning. Their students come to view writing as a natural and useful way to learn subject matter, discovering content by putting it into their own language and having to think about it in the process . . . . Teachers more often become facilitators and directors of learning, rather than transmitters of knowledge and editors of writing; and

> their students more often become active rather than passive learners -- better thinkers, better learners, and better writers. (personal communication)

My notes show the planning committee advocated WTL as a "strategy to be mastered by the teachers" but listed it as an elective. A third of the total staff has taken the course, and five of the seven study participants completed it. As part of their course requirement, each conducted an action research project and wrote to an administrator about the value of the strategy. This innovation, the most deeply embedded into Capital's norms, is even used with the assigned summer reading for all students.

Some commonly used WTL strategies are: brainstorming, clustering, "Big 3" questions (what I know, what I'd like to learn, and what I think about what I learned), admit and exit slips, focus free writes, learning logs and journal entries. Teachers welcomed writing that was checked for credit and used for feedback but not corrected for mechanical errors. Because it does not make an enormous demand on their time and seems to promote active learning, staff members from all three divisions say they incorporate it.

10th Grade. Each sophomore team member uses WTL strategies differently. In her class project, Mary Frances Starcher chose to study her use of an "I Search" paper while Tim Coll did his research on pre-writing; he says he frequently uses what he learned from the project. To emphasize the value of prewriting, he shares this maxim with his students: "Those who fail to prepare, prepare to fail." Even though Doug Mahaney has not taken the entire class, he refers to his use of "free writes" and having students record "almost everything" as a way to get them to think about the material as well as help him gauge their understanding. He says it also helps him identify student misconceptions.

Tim Coll, a graduate of the first WV Writing Project summer institute, incorporates a greater variety of WTL practices than his team mates. For example, as they studied world religions, he helped students relate Hindu beliefs to their own lives by using a prewrite to focus on an ethical dilemma. He also used the "Big 3" strategy and double entry notes. During one observation, however, as he was working with individual students, I watched several copy each other's notes and then get credit for the work which raised a question of whether students fully understood the reasoning behind this type assignment.

Tim Coll wrote to the language arts supervisor as part of the course requirement:

> If you should happen to observe a biology class, and the teacher is not lecturing but is engaged in journal writing with the students, don't be alarmed. The larger educational community is beginning to embrace what English teachers have known for a long time: when students write, they learn. WTL is new for most of us. It will take us a while to become masters of the art.

During informal observations throughout the year following my formal observation week, I continued to hear the sophomore teachers mention their use of WTL strategies. From this and their interview comments, I feel that WTL is an embedded part of their repertoires. When their students were asked to do a "Big 3," they seemed to know what to do; they also had no questions about format when asked to do double entry notes, brainstorm and cluster.

11th Grade. In his letter to the principal about the value of WTL, Lowell Harris characterized the class as "a very enlightening and refreshing learning experience" and proposed "that all Capital High staff be exposed to the wonderfully exciting teaching tools made available through WTL":

> In the years that I have been teaching I have not taken many education courses that I can honestly say I would recommend to an educational program leader or teacher. But this class, Writing To Learn, is definitely one that I feel compelled,

> not only to share, but to support its implementation . . . . The philosophical base is consistent with those of Capital High. (personal communication, 1988)

In his research project he (1988) demonstrated his reflection as he noted the benefits of using clustering:

> My rationale for using clustering is based upon personal benefits from clustering and secondly, because I see it as a positive alternative to traditional methods of teaching. Clustering accomplished every objective for which it was designed . . . . They [his students] expressed a high level of interest in the subject and showed ownership in their work . . . .

He also uses WTL to help students get in touch with their own thinking:

> OK, on the back of the paper, I want you to write a note to yourself about how you prepared for this quiz. Next, I want you to critique your preparation -- positive or negative -- something you could have done different or better or even you can give yourself credit for a job well done. You can give yourself a compliment.

In addition, he assigns an extended version of the "Big 3": "Give papers back to the owners. I want a 'Big 3.'" He continues to elicit responses and asks for one person to sum up the discussion, "A 'Big 3' on what the class said."

As the English teacher of the team, Nancy Reeves includes biopoems and "I Search" papers. In 1990-91 one of her ILTs wrote biopoems which she desktop published as "The French Revolution --Perspectives of Students at Capital High School." In Stonewall's final year she worked with the English teachers and students in a massive "I Re-Search" project on Stonewall Jackson High School's past graduates; this became her class project. She also uses the "Big 3." She casually mentions "reflective writing" and "peer editing" to her classes in connection with an assignment, but they obviously understand. On numerous occasions I have also observed her using WTL strategies with adult learners, including our own Faculty Senate.

In one of her research paper handouts to students last spring Nancy Reeves suggested brainstorming and "mapping" (clustering) ideas as a preliminary step toward an orderly list which then becomes their preliminary outline. In addition, she requires students to do a weekly free write on the topics they have chosen. The most sustained use of WTL on the junior level is in the year-long college and career unit Nancy Reeves designed which earned a $2000 grant from the WV Education Fund as its 1993 second place state winner. Based on my observations, these junior teachers have clearly incorporated the strategy into their methodologies.

12th Grade. During my week of formal observations and throughout the following year, I noticed occasional usage of WTL by the senior team. Making the greatest observable changes as the result of the WTL class itself was the senior English teacher. Lorraine Hall took the course in the spring of 1989 but continued struggling with its philosophy two years later. In one of my journal entries (1991) I described the changes that had occurred with her as well as my dilemma in assisting implementation:

> I see instruction in the writing process being very critical to the issue of restructuring. A former grammar fanatic in that she red-penciled everything students wrote (even journals), she now helps them edit and correct their mistakes. She doesn't feel correctness is stressed often enough and tries to shift the responsibility to students through check lists and peer editing. Still Lorraine is teaching diagramming and said she felt 'exonerated' since one of her mainstreamed students got a 19 ACT score in language mechanics. How do you fight that?

WTL is always incorporated in Lorraine Hall's fine arts units. During her interview she contemplates the plans for 1992-93 and shares her philosophical battle:

> And next year, we may do something in terms of the 'I Search' paper for kids who are not college-oriented, but I hate to say, 'OK, decide whether you're going to college or not,' and I do feel that a research paper and stipulations that are put on a person to write a regular research paper are really important to learn, and I hate to say, 'OK, you're the blue birds. You can do an 'I Search,' and you're the red birds, 'You have to do a real research paper.' I just, I can't live with that.
>
> (She knits her brow and pauses a few seconds to consider the implications of substituting what she seems to consider the 'lesser' 'I Search.') I still think that the research paper is probably the better way to go. In fact, we even have a mainstreamed child that did a fairly decent research paper. And I'm trying to remember what she did it on. . . . It was four or five days late, and I just took off minimum points because we said we were going to do that, but she learned a lot in the process . . . she learned a lot about the subject.

Lorraine Hall first used double entries and focus prewriting when she taught biology in the Charleston High pilot; afterward she led workshops on her activities for the West Virginia Writing Project. Her interest in science and WTL continues through her "Discovery" assignments. ["Discovery" is a regular page in the local Charleston Gazette-Mail Sunday edition which includes an article on a current science investigation.] To assist her students in writing this, she developed a process and designed an organizer sheet. She asks them to read the article and bring the clipping with them each Monday. During class they go to the computer lab and use notes from their organizer to compose directly on the computer. She points to her graphic:

> There's a place at the bottom to put your vocabulary word also. [They choose one word from the story that they do not know.] The idea of 'Here are 20 words on your vocabulary list, read these and memorize these -- they're really not much use. I feel that this is a good, pragmatic way to . . . develop vocabulary.

> Oh, they complain about it terribly. But the funny thing is, at the end of every year, we give the kids a questionnaire. We started this last year, and say, 'What was the thing you hated most this year? What was the thing you loved doing most, the unit, and why? What did you maybe not like doing but you felt was most useful to you? What unit do you think was most useless to you?'
>
> And the thing that almost unanimously is agreed upon is that they hate doing those things, but they really have learned a lot from them because they start to become more aware of everything else around them.

Nancy Spears also uses WTL in her electives even though she has not had any formal instruction. One day she groups her sociology students at tables to simulate parole boards and asks them to read an article dealing with the topic. She directs them, "Make an after-statement of how you feel" to prepare them to launch into discussion. She also offers extra credit in the ILT for writing about documentary television programs and to document field trips.

Senior teachers often use WTL spur-of-the-moment. If they notice that students give "flip," or "top-of-the-brain" unthinking type responses to their questions, they will try to slow down the process by asking students to write. They explain to their students their belief that writing about a topic leads to deeper thinking about it.

Lorraine Hall bites her finger nails, burrows her forehead in deep thought, moves her eyes rapidly back and forth. She has to make choices about what WTL strategies to use with her students and still finds it difficult to resist picking up a red pencil to correct students' mechanical errors. "Somebody's got to show them or they'll never learn," she believes, yet there are more frequent, ungraded writing responses now than five years ago. This shift seems due to a combination of altered priorities of time and change in belief.

Evaluation. In the professor's closing letter to the first WTL class (1988) Fran Simone said she learned a great deal from us.

> I learned that, like writing, WTL is a process -- it takes time, patience, and a certain amount of soul searching to comprehend this type of teaching strategy. It can't be forced, rushed, or mandated. I relearned that each individual must work through the process at his/her own pace. Teachers need to experience WTL strategies firsthand in order for any of this stuff to work with their students. I think WTL works because it allows teachers to connect with their students, and students to connect with their teachers and with the content they are asked to master. I think that making connections is basic to any kind of learning and that making meaning is basic to language.

This strategy is one that seems to have been institutionalized by all participants. Following the national Writing Project model, the professor extended an invitation for some Capital teachers to speak to other writing project groups -- with honorariums. Offering payment provides tangible proof that their knowledge and experiences are valuable.

Usage by the study participants indicates that the money spent on this as professional development has had extended payoff. It is a tool that teachers moving toward empowerment will find particularly satisfying because it accomplishes so many things at once. Through its use teachers take control of their own evaluation as they solicit input on their lessons from the students through admit and exit slips. This information is then fed back into the curriculum and instructional cycle, a true means of quality control.

Cooperative learning

In contrast to the previous strategy, those interested in learning this method had little training available other than brief overviews. As a result of the district-wide push for more active student involvement, instructional opportunities in cooperative learning are gradually increasing but remain focused on the elementary level. Training has been less formal with teachers tending to create their own models according to their specific understanding.

Although there is a great deal of variability in cooperative learning techniques, they all share an interest in finding an alternative to "frontal teaching" -- the teacher instructing the whole class at once -- or to individual seat work by students. The expectation is that cooperative tasks are more likely to motivate students to learn, that teachers will be enabled to provide more individual help for students and, as a result, academic achievement will improve. Teachers using this approach share instructional time with students and allow for expanded student input. They are secure in their own teaching and able to "let go."

On the basis of my formal class observations, interviews and informal observations and interactions throughout the 1992-93 year, cooperative learning appears to be the least used of the three strategies. Members of the senior team and two sophomore team members chose to join the school's cooperative learning cadre in 1992-93. Rather than asking about their practice of the strategy, I listened for references to the cadre and its teachings during the interviews. No mention was made, leading me to infer that the cadre had minimal impact on them.

I did, however, observe all grade levels using versions of the tactic. Although most high school teachers say they use group work from time to time, there are differences between grouping and cooperative learning. Three distinguishing characteristics of the cooperative classroom are interdependence, assigning of specific roles to students, and intentional teaching of the social skills needed to make the team work well together.

10th Grade. During the observation period and throughout the following academic year the team made no mention of using cooperative learning even though they did use a limited amount of group work. Despite being part of the school assessment study indicating the value of the method, Mary Frances Starcher's groups tend to serve more as structural frameworks to help organize the class into units rather than using them as true cooperative groups. Because of the short amount of time she has each class, however, it would be difficult to build the trust level needed for base groups.

Tim Coll said that he didn't like the cooperative learning done with the world religions unit due to lack of student involvement during the group presentations. Perhaps he judged the product, not the process. Doug Mahaney said in his interview that he didn't use it but instead had open discussion. He repeatedly says he wants to learn more about the technique.

11th Grade. Lowell Harris spoke of how the room configuration changed his methodology and led him to use group instruction:

> I can say that the way[s] I used it [humanities center] at first and the way I use it now are different because I've been able to observe. First we tried to lecture, to talk in the humanities centers as opposed to [our] being [in the role of] that facilitator. We do a lot more cooperative learning, student activity; students are actively engaged in the humanities centers as opposed to me being the focus of attention.

Nancy Reeves used her Faculty Senate money this year to prepare boxes with supplies (markers, paper, scissors, post its etc.) to be used by teams in cooperative learning. During one observation, I saw her students finishing charts of the group findings about Machiavelli and reporting out to the large group. Interest seemed high, and students appeared to be taking their roles seriously.

Nancy Reeves uses cooperative learning when she thinks it is appropriate and when the rotation schedule locates their ILT in the junior center. She has developed her own version which is a combination of methods; she does not intentionally group hetereogeneously (one high, one low and two average). If her partner has just used the strategy, she will choose another delivery method.

Nancy Reeves: Interestingly enough, Mr. Harris and I plan, and a lot of our planning grows out of simply being together in the same room, keeping kids together for a long block of time. We've teamed for three years so we have a sense now, we have a sense of one another and can anticipate. He does an awful lot of group work, which is good, but it also means that there are times I may have planned to approach something from the group perspective or a group strategy, and because the students have been in the group focus, I want to break them from what they're doing and try to put them in a new routine. It also means sometimes I have to make last minute adjustments . . . that's important in that kids need to have some sort of variety; cooperative learning isn't good all the time.

Lecture isn't good all the time. Nothing is good all the time. So, sometimes I guess it's [teaming] a drawback. You have to make adjustments but the good thing about it, it lets me see that I can teach whatever I'm going to teach in more than one way. One thing I've learned -- I truly believe -- that as a result of being in a team, in being in this situation, that I could teach any concept in any kind of given situation. I could teach it in a tutoring style, I could teach it in a large group lecture style, I could teach it in cooperative learning style . . . .

The cooperative learning would take more planning because you're setting up the groups, but once students are trained you can simply put them into the cooperative learning mode and set up systems and numbers and the kids will . . . . I mean you can do it almost at the snap of a hat once the kids have been trained to go into it. Initially it's kind of hard to walk into a room and say, 'Well, today I'm going to do cooperative learning.' But once the students are oriented to it, it's not much of a problem.

Understanding roles and responsibilities is essential, and both the junior teachers reinforce it because students get to see each of them using the strategy with their own particular flavor. Both mentioned the humanities center as a big support for cooperative learning.

Nancy Reeves: The center is basically equipped with tables and is set up ideally for cooperative learning. It's a place where there is social interaction as a part of the academic interaction. It has to be. Students have to learn that you can still be social and be academically social. Just because you're sitting at a table . . . and you need to be social, doesn't mean that you have to be talking about the latest hair-do style. They can sit at a table, and that brings up the whole idea of Plato's Dialogue and Socrates and when they used to sit around and work out the whole ideas of things and speculate. There are intellectual discussions; there is intellectual discourse.

If you can get kids to buy into the fact that kids can talk in a kind of social way about meaningful things, then you can get them to say, 'Well, maybe, when I get out there in life, maybe I don't have to talk about what happened in the latest movie or you know, who got drunk or whatever at a party. Maybe I can find somebody who will talk to me about the world dilemma that Hamlet goes through. Maybe we can get some good conversations going about some things that really apply to our own lives.'

When we're in that kind of situation, we try to create that kind of social academic environment for students to hopefully model the kinds of discourse we

> would like for them to be able to carry on as people outside the classroom as well, in addition to learning a certain amount of academics.
>
> But the whole focus when we're in there is not to get them to learn particular specific information as much as it is to learn how to handle academic discourse and thinking and problem solving and consensus building and that sort of thing.

12th Grade. Although this team said they use informal grouping, their methodology -- based on my one week's formal observation and the year-long informal interactions and interviews -- would qualify more as a seating arrangement than as an instructional strategy .

Lorraine Hall uses groups in conjunction with WTL. For example, following an art lesson, she asks students to write in pairs -- working from their combined memories -- to create a five paragraph essay on Eugene Hopper.

Nancy Spears groups her elective classes when they work on projects. In conjunction with a prison unit she has the groups design what they think the perfect prison would look like. Earlier in the sociology class she had them design a school. They both use random grouping, separating students they know could be catalysts for trouble. Lorraine Hall says she likes cooperative learning, but the only time I observed her use of the method or heard of her talk of it was in reference to peer editing groups.

Evaluation. Based on the interviews and observations, the junior team seems to grasp more fully the potential benefit of the strategy; others are on different points along the development continuum. Teachers who know how and when to use cooperative learning free themselves of daily lectures; after extensive initial training and planning for a unit, the teacher's job shifts into that of facilitator and trouble-shooter. Users also free themselves of many discipline problems because students are actively engaged.

Most practicing teachers (and many pre-service teachers) have not had adequate training/practice in this method. As teachers become empowered, they will have to ask for help along with empathetic, on-going support if they are to adopt cooperative learning. That training is just becoming available locally, and Capital teachers will need to be encouraged to take it. Once they try it in their classrooms, they then need to reflect on their experimentation with others in a type of peer coaching model. It is easier to revert to the "frontal delivery" method than to confront the problems new strategies bring, but the empowered teacher has the self-confidence to continue being a risk taker.

Integration of technology

We realized that if Capital were to be efficiently preparing its students for life in the 21st century, the faculty had to be technologically literate themselves. Even though the principal still does not use the computer sitting on his desk -- he admits that it's there for show -- others have readily adopted this technology. When the principal conducted interviews to select the staff, he informed candidates that they had to take a computer class if they were not already computer "literate." That first semester 45 teachers enrolled for an introductory course. A few who took it had some basic computer knowledge but were unfamiliar with the network operation which was being set up in the IBM computer lab. The class was taught by the county computer curriculum specialist on-site, tuition-free.

Originally dubbed "High Tech High," the school no longer fits that nickname. Even though technology becomes outdated in 12-18 months, the district has made no provision for extra subsidies to assist the school in maintenance or in updating equipment.

Teachers who are able to use computers as tools for learning seem to personally gain what Fullan (1990) calls "instructional certainty," essential to empowerment as they master technological skills (p. 20). The empowered teacher would seem to exercise the freedom to be creative and innovative similar to Fullan's (1990) description of the Computer-Supported Intentional Learning Environments (CSILE) project where technology helps students explore knowledge rather than simply process information (p. 188). How participants use technology themselves seems directly related to their in-school use of it as a tool to access, process and communicate information.

Based on my personal experience, I believe that having easy access to a computer when it's needed -- preferably at home -- is the key to its integration in the schools. Capital's main computer lab has 45 DOS networked stations with dot matrix and laser printers. Each fall teachers must go to the lab, enter their class lists, and indicate which software students can access. A full time-computer teacher "sysop" is stationed in the lab. Across the hall in the Media Center are 15 networked MACs which are used by communications classes. The librarians oversee this lab which is also open to everyone.

The Dean of Science and Technology has obtained several grants including one which made the school into a state technology demonstration site two years ago. Use of laser disks and other multi-media is limited even though both he and the Media Center Director are knowledgeable in the area. The Media Center Director teaches a multi-media graduate class which utilizes both DOS based and MAC environments. Several Capital teachers have taken the course. Nancy Reeves said she would like to enroll. She throws her hands up, and despite her smile, I note an element of frustration in her voice: "But there's no use taking it right now. I couldn't use it with the classes I'm teaching, and with technology changing so rapidly, what I would learn would be old by the time I got to use it."

Both computer labs have been shut down for periods of time due to viruses and malfunctions. If a teacher has classes scheduled for the lab, but it is not operating during that time, she may question whether using computers is worth the hassle. Not only is the time lost to word process assigned papers -- throwing the whole assignment calendar off

-- but also the teacher has to come up with a new "game plan" on the spot and sometimes even find a location to take the class! Frustration levels increase visibly as teachers quickly process alternatives and worry about wasted time. Unless benefits clearly outweigh these types of problems, teachers are unlikely to welcome technology with open arms.

If, on the other hand, things go well when they use computers, teachers begin to think of other ways to utilize technology and start asking questions and probing its potential. From my perspective as well as observations of other teachers, having a trusted colleague for support seems essential in this growth process; empowered teachers begin to form their own technology information networks.

10th Grade. This team exhibits the lowest comfort level, with Mary Frances Starcher being the most computer oriented member. Once I saw the three team members seated in front of the computer in the humanities production room composing a unit exam. This spring they combined efforts for a world religions test; Mary Frances Starcher entered the text while Tim Coll and Doug Mahaney helped construct the questions. All three of this team have commented about seeing computers paying off in assisting their bookkeeping. When technology benefits teachers personally by making their work load easier (as this team now perceives) -- thus freeing them for other things -- the time and effort exerted to learn the strategy is more easily accepted.

Mary Frances Starcher has her own machine, and Tim Coll borrowed one of the IBMs to practice on over this summer. With his taking the IBM home he will either increase his computer comfort level as he learns Word Perfect, or he may become so frustrated that he is completely alienated from the technology. A sensitive writer and deep thinker, he plans to start keeping a journal on computer to encourage himself to use it. Doug Mahaney has computer access in the office he shares with another tenth grade team, but he does not use it. Now he is talking about buying his own computer and has already purchased the grade management program.

To promote the use of this technology and to satisfy the assistant principal of curriculum and instruction's mandate that all sophomores use the computer lab, I gently guided Tim Coll into agreeing to let me book the lab for his classes this spring. If teachers are not comfortable with the system, even entering students' names can be tricky, so I put his class lists on the system ahead of time. Because all sophomores are supposed to complete the first few modules of "Discover" (ACT's career/college exploration software program), I started Tim Coll's classes with that, feeling genuine empathy with many teachers' reticence to even open the Pandora's box of technology.

The sophomore guidance counselor assured me that he would be in the computer lab when we took their classes through the modules. With that in mind, we agreed upon a date. Tim Coll's comfort level increased because the counselor and I both assisted in the lab most periods. By the time the last class of the day arrived, he was able to take the initiative in answering questions when the counselor was called out.

The assistant principal also wanted all sophomores to be able to use Word Perfect for their papers, so also I scheduled their classes into the lab to learn basics of word processing. In preparation Tim Coll had them write a paragraph and had duplicated a sheet of basic instructions another sophomore English teacher had created. I stayed with him during my free periods, and the sysop was quite helpful. By the time those two days were over, Tim Coll told me, "That's not too bad. Maybe I can get down here more often."

11th Grade. In a position paper Nancy Reeves wrote six months before the school opened (1989) she addressed the use of technology:

> Technology is the catalyst for proactive, student-centered learning at Capital High School. It is the means by which students access -- and through which students

> process -- information to develop skills, concepts and principles necessary for lifelong learning.
>
> Much of student-centered learning depends upon developing research skills and critical thinking processes. Without access to immediate and relevant, often-needed, up-to-date information, students cannot be expected to succeed. Students must be challenged to use the knowledge base of print and non print resources to raise new questions and search for answers or solutions. Technology facilitates the process.

Lowell Harris too is a believer in technology. At Charleston High in our second year of the pilot, he helped field test "Big Brother Surveillance" simulation software from the Social Studies Consortium. He has taken computers home over the summer and uses the one in their office on a regular basis to prepare study guides and tests.

During one class he apologized to the students for using the simple technology of the overhead for their map study in contrast to some of the computer generated geography programs. Knowing that something has been produced which would make instruction more visually inviting and effective and not being able to access it can lead to either anger at the system or apathy. One day this spring our conversation in the Media Center drifted toward the lack of use of computers by social studies teachers in general. He shook his head negatively, "But what do you do?"

Nancy Reeves laments the lack of computers in the junior humanities center. Each center was envisioned having 15 computers but received only 5. By moving all these machines into one center, the administration hoped that classes might be more willing to use them as a mini writing lab and believed that management/supervision would be easier. But it hasn't worked out that way. She is lobbying to have them returned to the individual centers.

Both junior teachers keep their grades on computer and use computer-generated progress reports which are stapled to the regularly issued county forms. (The increasing number of these programmed reports to parents indicates our total staff's movement toward use of computers to manage grades.) Although the science and math teachers may have taken the lead in this application of technology, there are now converts across the divisions. Attendance registers are also computerized.

Nancy Reeves uses her desktop publishing skills to help her organize her teaching and bookkeeping. For each unit, she has developed specific forms. She willingly shares these and other handouts on the use of software. At the end of the school year she tacks her translation of the Faculty Senate version of the final exam schedule to the bulletin board beside teacher mailboxes. She says the original was "done by left brained people" and revised its format to be "user friendly for right brained people."

Other teachers, like Tim Coll and me, think of Nancy Reeves as a first source for answers to technology questions. She explains the steps clearly and leaves the individual's sense of dignity intact. She has invested a great deal of personal time learning how to work in both DOS and MAC environments.

During the second month of the school's first year (1989), Nancy Reeves wrote in her ASCD journal:

> The computer lab and other support classrooms are a big plus. Right now there are about 50 teachers who are enrolled in a special computer course which is designed to familiarize us with the computer network and software we will be using throughout the building. Although we do not currently have computers in every classroom [part of our vision] every teacher and student has regular access to the computers through the divisional suites, humanities centers, media center and computer lab. The trick is to learn how to make effective use of all we have

> available. A drawback is that the system is so new that all of the 'bugs' have not as yet been worked out.
>
> My teaching partner and I plan to make great use of the technology we have in the school. Our students have served as the guinea pigs for initiation into the computer network. It took us a while to get everything working, and we all got a little impatient. We often had to remind ourselves that we could not become 'techies' overnight . . . . We had to caution ourselves not to become disillusioned when our first attempts at something failed. Just because it's new, doesn't mean it works. Oh, the virtue of patience!

12th Grade. Computer use on the senior level is also limited to word processing, and both teachers own a personal computer. Each uses her machine to generate materials for instruction. Expectation for student use of computers is embedded as the following observations indicate.

Because the computer lab was not operating one Monday, Lorraine Hall directs the students to do their usual "Discovery" assignment by longhand. Students mumble because the computer lab isn't available for them and end up requesting extra time to complete the assignment. One student says, "This isn't as easy, Mrs. Hall. Do we still have to do it?"

The week before I had watched Lorraine Hall in the computer lab working with 20 of their ILT students on the "Discovery" assignment. Students compose directly on the computer, and when they finish, return to the senior center and a social studies activity Nancy Spears directs. Some complete the work in just a few minutes, while others need the entire time block. That day their class works in the center core of the lab while another class types in the outer circle. Easy listening music plays from the sysop's radio. He is there for most of both periods and frequently answers technical questions. At the beginning of this period the network is not working, and he is trying to fix it.

Twenty minutes elapse before the machines begin functioning. Teachers' days are affected by such equipment malfunctions as Nancy Spears notes:

> It's [using the lab] worked real well once we got the kinks worked out. Sometimes the computer loses information on the kids. One of the kids who had been down there typing for days, weeks and months and all of a sudden, he didn't have an English teacher and a history teacher, and they can't get him in. So you know there are some kinks to it. But in generalities, it works real well.

As a writing teacher, Lorraine Hall adds one additional benefit of using the computer: "They can do a lot of editing on a computer that they can't do on a typewriter." With this remark she indicates her understanding of the power computers can have in creating better writers. Students are much more likely to make changes in their documents and try out different structures when movement of text is easily accomplished. Her use of the computer as a tool for creation and revision -- not just for word processing -- also points to her understanding of how this technology can empower her students.

Senior teachers like having computers in the senior center, but since there aren't enough to accommodate their entire classes, they still have to reserve the main computer lab. They share responsibility for shutting the machines down at the end of the day. Because of its location and the administration by senior teachers, this lab has become the domain of the senior teachers rather than a writing lab for all the grade level ILTs.

The sysop continually tries to get these computers moved to the main lab where he can monitor their use. Whenever vandalism occurs, he restates his position. The center's server is hooked to the whole school network but is the last to be reconnected at the beginning of each year. This sometimes means it is several weeks before students can begin using the machines. Only when teachers begin to object directly to the principal, and he supposedly issues an order to the sysop does the lab resume operation. One of the senior teachers said, "It's like the squeaky wheel. We've got to complain to get the lab up and going."

Evaluation. Like many of their counterparts throughout the country, these Capital teachers are still learning the basics of technology. It is going to be a long process to bring them all to the point of curricular integration. Because of her extensive training and personal initiative and use, Nancy Reeves best understands the possibilities of technology. Yet, systemic restraints limit even her additional use and integration.

Scheduling realities also interfere with progress toward integration of technology into the curriculum. Nancy Reeves's training and experience are not being utilized. She has not been assigned to teach Desktop Publishing the past two years because three full teams were needed to teach junior ILTs. Then there is the minor scheduling problem of getting the computer lab for classes at the time students are ready to use it.

Summary

Capital staff continue to reexamine their curriculum choices and instructional strategies. ILT teachers face increasing outside demands for doing "more" in the classrooms which forces them to prioritize. Although there may be some teachers within the school who continue to teach exclusively in the traditional manner, those observed for this study demonstrate their openness to change and are proactively looking for ways to improve student learning. Justifying their decision-making and their goal of teaching-for-understanding concepts, they were often heard to say, "Less is more."

Before the school opened, I wrote (1988):

> Capital High teachers may be criticized if they go too far astray from the Kanawha County programs of study, but letting students be part of the decision-making process within this framework will help them develop a more mature attitude . . . . Teachers' roles will change from that of being prime transferors of knowledge to that of being guide, advisor and manager . . . .

> Research, close monitoring and documentation should accompany the experiment [of innovative instructional tactics] with attention given to the method's appropriateness. If the strategy proves successful, other teachers should buy into the concept. The curriculum, physical setting, and schedule will all contribute to the positive environment, but the teachers must be committed, well-prepared, and supported. (Unpublished manuscript, p. 19-20)

This chapter has examined how teachers translate curriculum ideas into student-centered practices and use instructional strategies to empower their learners. Including teachers in the decision-making process isn't done just to make school employees feel good about themselves although there are moral arguments for this (Sergiovanni, 1992); teacher involvement benefits the overall school climate. Because this factor has only recently been identified and rarely studied (Conway, 1984; Estler, 1988), "There is no clear evidence about how participation relates to the quality, implementation, and outcomes of those decisions" (cited in Smylie, 1992, p. 54).

This chapter uses data from teacher interviews and observations to describe the use of three instructional strategies and infers that teachers who are participating in curricular and instructional decisions may be prompted to search for the content and pedagogical knowledge which in turn equips them to do what Murphy (1991) describes as "teach[ing] for understanding" (p. 16). They are struggling to move from the traditional didactic view -- teaching as lecturing and learning as strict recall -- to one in which teachers guide students to understand concepts as they construct their own knowledge. Maintaining these new behaviors proves difficult, and at times teachers may not be able to separate the old from the new. Cuban (1984) calls such co-existence of the familiar and new during adoption of innovations like these "conservative progressivism" (cited in Cohen, p. 117). "As teachers and students try to find their way from familiar practices to new ones, they cobble new ideas into familiar practices" (Cohen, 1991, p. 104) which contributes to the difficulty of describing the complexity of implementation.

Even though the relationship between empowerment and educational quality has yet to be tested, there are a few attempts to research the topic. With more schools like Capital looking at such issues, much can be learned about the connections between empowerment and classroom practice, especially the effects on students.

By noting how school metaphors have changed, Murphy (1991) says we can gauge how transformed schools are becoming reoriented to empowerment. For example, in moving toward autonomy, he sees role changes of "principal as manager to principal as facilitator, from teacher as worker to teacher as leader" (p. 18). To complete this figurative description of change, I add "from student as receiver (of knowledge) to student as worker," a concept which originated with Sizer's Coalition of Essential Schools (1988). Some of the study participants mentioned the metaphor of their being the "guide on the side" rather than the "sage on the stage" to convey their role changes.

Student roles also change. As teacher roles move in this direction, students must participate more actively. They don't always greet the new approach of student as worker with enthusiasm because of their previous mind sets and school experiences. "Why can't you just give us a list of terms to look up and see if we can match them with their definitions?" they ask. This initial reluctance to real engagement can raise doubts in teacher's minds unless they have ongoing support and encouragement. With little time to reflect and no formal support system, Capital teachers are now on their own to make our school's vision of an active, student-centered approach work.

Demonstrating the shift from control to guidance on both teacher and student levels, Murphy's (1991) restructuring model shows simultaneous efforts occurring in both empowerment and teaching for understanding (p. 16). His educational design (described in Chapter 6) reflects my belief that empowered teachers create empowered students.

Lester and Onore (1990) describe a similar shift toward student autonomy in one school district's move toward language across the curriculum, similar to that we encountered in WTL. They said, "As a result of sharing decision making and recognizing that knowledge resides in the transactions among learners and between learners and materials, students are empowered" (p. 27). To reach this stage, they believe that teachers must be reflective and aware of the process:

> Their [teachers'] power is derived from the fact that they choose when knowledge will be transmitted, how knowledge will be transmitted, what knowledge will be transmitted, and finally, how it will be determined whether or not successful transmission has occurred. (p. 18)

Fullan (1991) and Maeroff (1988) both mention the paradox concerning cooperative learning because it is the empowered teacher who can allow students to assume part of the normal teacher's role. Attempting to shift to this approach parallels Maeroff's (1988) idea of empowering teachers as risk takers. This coincides with an observation by Huberman (1975), "Teachers tend to resist any change which leaves them with less control over their classroom" (p. 92). Teachers relinquish this control when they have specific skills and confidence as well as a belief in democratic values. They are able to extend the invitation for input to students while yet maintaining a sense of control in the classroom. In Sarason's (1982) cultural terms, this means major changes in roles and relationships as well as in values and beliefs.

Although Lester and Onore's (1990) following statement describes how they see the change resulting from incorporating writing across the curriculum, it also applies to cooperative learning:

> Because they [the teachers] are not making all the decisions beforehand in terms of both process and content, they are forced to respond to these as they arise from the group [students]. This response, their immersion in the role of on-the-spot

> choice maker and facilitator, is only one step in the process of changing their role. (p. 27)

Nancy Reeves, Lowell Harris and Mary Frances Starcher are all aware of cooperative learning from a different perspective because of their graduate research. They quote Wood (1987) in their final paper:

> Indications from recent research consistently confirm that students in cooperative-operative learning situations score higher on achievement tests than students learning from other methods. Listed among the advantages for cooperative-operative learning are: (1) Higher motivation to learn and greater intrinsic motivation, (2) More positive attitudes toward instruction and the instructors, (3) Improvement of both tutor and tutee, (4) Increased self esteem, (5) More positive perceptions about the intentions of others, (6) Decrease of competitive goal structures, (7) Greater acceptance of differences, and (8) Decrease of dependence on the teacher. (Assessment of Capital, 1991)

Newmann and Thompson (1987) found that cooperative learning promotes improved social relations between races, ethnic groups, and high and low achievers; they say it also promotes increased productivity and problem solving. During the first year of the school their COGS class found "teaming teachers use the strategy more frequently than non-teaming teachers" (cited in Assessment of Capital, 1991, p. 23).

Our innovative curriculum and instruction were chosen as a means to improve student learning. Through our in-house experiences and action research we have come to believe that WTL and cooperative learning are effective instruments of change. Progress in integrating technology, on the other hand, has been stifled for various reasons.

Empowerment as a change agent. It is too early to know if empowerment can be a substantial means of changing the curriculum and altering instructional strategies. In 1991 Porter reported, "There is almost no empirical work that traces the influences of curriculum control policies all the way to student achievement . . . . The connection between policy instruments for the empowerment strategy and teacher expertise is almost wholly lacking" (p. 22). Rather than blaming teachers for continuing to teach in ways they were indoctrinated, district administrators at both the school and county levels have begun to provide training and support to assist county teachers in adjusting their work styles to a new mind set.

As a group, Capital's staff initially identified what they wanted our graduates to look like. To achieve this outcome, our teachers realized that it could not be "business as usual" in their classrooms. The county's staff development director noted Capital's altered expectations of student success and saw how our change initiatives worked. He recognizes the extensive time involved and the uneven progress when attempting educational innovations. Cuban (1984) reassures us that this too is natural, "All revolutions preserve large elements of the old order as they invent new ones" (cited in Cohen, 1991, p. 117).

As a result of the experiences gained from our training, the system has begun a teacher-centered system of professional development. The director of staff development frequently cites the "Capital model" as an example of how change should occur. Armed with positive experiences from the Capital staff, he instituted a Teachers Academy operated by teachers for other teachers as well as cross district teacher cadres. His model parallels Maeroff's (1993b) plan for team building.

When trying to implement any of the three methods described in this chapter, there may be times when progress seems slow, and doubt tempts teachers to abandon the strategy and grab the reins again. Keeping in mind the centrality of student learning, an empowered teacher instead will reflect on what is happening in the classroom and engage students to become participants in constructing their own learning environment.

Consultants warned us that we had to become risk takers to accomplish our mission because we would be upsetting the stability of entrenched values and relationships. We also had to overcome the fear of being punished for our failures. By recognizing that "failure" itself was valuable in the learning experience, we became more willing to take the initiative and move on toward becoming lesson facilitators rather than information deliverers.

Chapter 6

Empowerment of Teachers

"We looked to each other for answers, some of us, and found we didn't have the answers. We looked to our principal for answers, and found that he hadn't thought of the questions. We looked to our superintendent for answers, and found that he was trying to get another job, far, far away. We looked to our board members for answers, and found new additions who hadn't been around during the planning stages and were beginning to ask questions of their own . . . . I guess one could say we were in the crisis of change."

ASCD Journal Entry 1989

Chapter overview

The story I've told up to this point shows, at the least, how complex school change is and how subtle factors can contribute to or hinder teachers' sense of efficacy over their ability to take control of their practice. Biography, history, physical space, organizational structure, collaborative arrangements, and curricular and pedagogical philosophies must all be spun into a single thread. Now, stepping back from the story, I want to conclude by speculating on some of the general lessons that it might contain.

Dilemmas and barriers

Implementing changes to establish teacher empowerment requires major shifts in the school culture. Along the way, planners and teachers face questions and obstacles. The purpose of this section is to cite the dilemmas and barriers impeding this shift of power and describe how teachers attempt to deal with them. Within this new culture of learning, teachers find themselves in different roles and relationships that conflict with their previous ones and must resolve these conflicts. New behaviors, values, norms, and political forces must be dealt with. I draw upon a decade's worth of research to identify types of changes, examine the extent of them, and speculate on the influence of barriers and dilemmas encountered in the process.

Because of systemic effects, when one thing is changed -- like curriculum -- then other elements in school -- like assessment -- have to change also. In a similar way, when teachers become empowered, then leaders must switch from their roles as power-wielding authority figures to their new roles as facilitators and advocates who run interference.

Where elements of the old culture intersect with the new seems to be the point where participants in the change process experience their greatest dilemmas. For example, empowered teachers may want to share their latest idea with someone down the hall, but the accepted behavior norm causes the teacher to second guess just how the person will receive her offer. When the new role, relationship, value or behavior clashes with an element of the existing culture, those in power positions also may erect barriers in an attempt to stop the momentum of change. What happened to prevent some of our ideas from taking hold as tightly as we had hoped could be accounted for by what Cuban (1988) saw as reasons for all failed reforms: "[They] were undermined by teachers and administrators who saw no gain and much loss in the ambitious plans of a handful of reformers" (cited in Glatthorn, 1992, p. 194).

If restructuring is the creation of a new culture of learning, then small changes teachers experience on their way to empowerment could ultimately reverberate into substantive reform. Restructuring needs to come simultaneously from the top down and bottom up to create the type of school where change is the norm, for that is the only way schools can adapt to their changing ecosystem. Shanker (1990) says that the same thing will happen in educational organizations as has happened in business where reform has brought a "flattening of the organizational chart"; he thinks that "major role changes for teachers will be accompanied by equally significant changes for management" (p. 100). Joyce (1990) believes that more and more reformers are noting the moral imperative of doing more than "tinkering" with single elements in the school culture (p. v).

Resolving conflicts, dilemmas between the old and new

Teachers who are "empowered," according to Maeroff (1988, 1993b), display increased professionalism, content and pedagogical knowledge, networking, risk-taking and initiative, and seek increased access to decision making. The possession of any one of these characteristics also reacts with the others in a systemic fashion. For instance, our original teachers gained self confidence from their new knowledge gained in the ETE project. With that, they began to interact more with one another; the security they felt with others who had the same belief system then encouraged them to take risks and initiatives. Ultimately, these actions culminated in a display of their increased overall professionalism which in turn caused them to be noticed by those higher up in the official power structure. Power holders in the established hierarchy subsequently felt more confident in increasing these teachers' access to decision making.

Roles. Switching from the role of an instructor who uses "teacher proof" units with worksheets and step-by-step lesson plans to the role of a teacher who knows the students well enough to choose what type of learning is best for them brings with it dilemmas. Unless the teacher is secure enough in the content to make instructional decisions, then she questions what to do if she were to leave the standardized units. Indeed, there may be danger in empowering a teacher who lacks a solid content base; her curricular judgments might not be sound.

Another dilemma deals with the teacher's conception of self as either "sage on the stage" or "guide on the side." The answer to changing teachers' delivery styles to become more student-centered may happen with increased exposure to different methodologies and follow-up support through professional development. Gradually with this knowledge, reflection, and pursuant self-assurance from positive experiences, teachers may be able to move away from the teacher-centered classroom.

Relationships. Some teachers feel like their classroom is their castle. Feeling that sort of isolated autonomy may even be one of the reasons for entering the profession. Several teachers told me this year that they just want to go into their rooms, close the door and teach their own students. Empowered teachers can't accept such attempts to stifle the movements of change. They must learn to take the initiative to reach out to others in networks of sharing.

The dilemma of whether to continue enjoying the safety of isolation and autonomy within one's own classroom collides with the norm of collaboration in a restructured environment. It is risky to expose oneself, knowing that when one takes the initiative to reach out, that others may refuse. Maeroff (1993b) believes that this dilemma can be solved by intentional team building in a safe environment so that when teachers do return to a more hostile ecology they can overcome their hesitancy to take the initiative and work together.

Behaviors. When power is viewed more as influence than as control, then empowered teachers will act in ways that they empower their students. Their behavior in the classroom will differ; instead of lecturing, they will be designing learner activities. Instead of making up strict recall multiple choice/TF quizzes, they will facilitate student performances and work with students in determining acceptable standards. New found mind-sets of empowered teachers allow them to behave in ways that demonstrate problems as opportunities.

Values. Curriculum in a restructured school will be more outcomes based with competencies valued more than a collection of facts. The dilemma here occurs when the system's standardized assessment measures force the teacher to live in a dual world. In her heart she knows that the knowledge explosion makes it impossible for her students to have in their long term memory the sum of what an educated person was thought to have needed just 20 years ago. Yet, standardized achievement tests continue to revolve around student acquisition of many facts.

In a heterogeneous classroom, teachers wonder whether the "shotgun" approach helps anyone. The dilemma is the difficulty of balancing high academic standards typically associated with acquiring facts and figures with teaching for understanding. Even if they believe that "less is more," they worry that their students will do poorly on the external tests, and they will be judged to be at fault.

At Capital we recognized this predicament when we first started the pilots. We believed that an interdisciplinary approach with less rote memory work and more making of connections would be best to help our students become life-long learners. When challenged by two parents, I admitted the research at that point was not definitive and that I didn't know if their "gifted" daughters would be hurt by the approach in their preparation to become National Merit Scholars. Now, research (Caine & Caine, 1991) suggests that high achieving students will not be harmed by "less content coverage," and in many cases, they are helped because more thoughtful education increases the possibilities of linkages in their brains.

We were supported in valuing information accessing/information processing and making connections by our administrators, curriculum supervisors and other central office personnel who ran interference. Our standardized test scores have increased every year (from lowest in the county to number three out of eleven), and we attribute part of the improvement to an altered value system. In this case, use of test data has helped demonstrate the validity of our belief.

Norms. Two big shifts in accepted standards of behavior have posed questions for teachers. First, in the restructured school there are high expectations for all students. The dilemma the empowered teacher faces deals with tempering this belief with the reality of data received from student feedback and progress. Results of detracking and belief in "success for all" may not immediately bring improvement, and unless the school has nurtured a support system for those beliefs, the culture may experience a reversal of the new norm.

Secondly, teachers continue seeking academic knowledge because it is the accepted behavior. Transcripts of interviews and observations indicate that school conversations among the study participants typically deal with academic issues rather than complaints or personal issues. To combat the staleness of their knowledge and stay current, empowered teachers search for learning opportunities. Due to personal circumstances, some may have to defer pursuit of advanced degrees or participation in formal training, but they don't abandon the idea of learning. In the restructured school, ways will be found to help teachers learn within the existing structure.

Empowered staff recognize and even create opportunities to build onto their knowledge base. Shanker (1990) says that groups of teachers could arrange to use part of the school day to increase their content knowledge and should not feel guilty about it, "The teacher team that comes together . . . is performing a teacher role as surely as when they spend time with a group of children in direct instruction" (p. 100). Thus, when faced with a problem, the new norm will not be an acceptance of status quo with a remark such as, "The schedule won't let us," but rather, "How can we make it happen?" as teachers discover ways to work around systemic constraints.

Awareness of political forces

In the future culture new political forces will collide with existing ones. Thus, the empowered Faculty Senate and principal will need to learn to coexist. Backed by state law, the senate must create its new role within the present structure of governance. Together it and the administration will build a new power structure which will also feel the impact of teacher organizations straining for input. The dilemma rests in how to survive during the interim adjustment. My personal coping mechanisms have been perseverance and reflection. When I am able to figure out what I think is happening, then I can more proactively deal with the situation.

After studying my 1993 transcripts, I observed, "Awareness of political forces within the school is demonstrated by teacher discussions and the way they steer around the power structure that might block something they want. They develop political 'savvy.'" All study participants feel that the ILT concept is supported by the principal and that they had control over ILT decisions. At some point in their interviews, they all commented that they believe the staff and Faculty Senate have been empowered.

In their ASCD journal entries members of the Management Team skirted direct references to the existing district and internal political system. The Dean of Life Management Sciences said in the year the school opened that she wished for more direction in her job but recognized, "It may be these are uncharted seas for all of us." A shifting power structure was also noted by Nancy Reeves, "Whereas last year decisions were pretty much left in the hands of a few people, namely Doug Walters, Jo Blackwood and me -- Doug being the heavy -- this year the responsibility has spread."

Early on we deans were initiated into budgetary politics. I wrote in my ASCD journal in 1989 about our financial allotment saying that I learned to spend the money up front because cuts were frequently encumbered mid-year. I have yet to understand how the total budget works and have asked some other humanities teachers to serve on a divisional advisory committee.

We were naive about the problems the dean positions caused among the curriculum supervisors. I didn't learn about any difficulty or hard feelings until this year during an interview with the Director of Staff Development. These "middle management" staffers were being asked to share their authority over curriculum at the new school with us "ordinary" teachers. We gradually won most of them over, and Nancy Reeves even referred to some of them later accepting her as a "colleague."

Our administrators let us know that they have to deal with the larger political forces. For instance, the principal in the spring of 1993 said that Capital's program was being scrutinized by the board, and the assistant principal for curriculum and instruction told me she had spent several days writing up a justification for the interdisciplinary approach for them. In several senate meetings this year the principal shared how important it was for Capital to win the Exemplary School award for the sake of the entire county's acceptance of consolidation. He explained in the spring of 1993 that when the Exemplary Schools' flag goes up on the empty flag pole designed for it, county citizens will find it difficult to criticize district efforts toward consolidation:

> If we win that flag, it will signal Kanawha County to get back on track for consolidation. That will then mean money in pockets, security of jobs, etc. I can't stress the recognition enough. Every person in here plays a role; it's going to take the cooperation of every one of you.

Staffing cuts are probably one of the most potent political issues and one that the staff is most aware of. For the past two years, the principal has asked for input into staffing decisions from the Faculty Senate steering committee. He sees their involvement as a way of deflecting part of the blame for his final selections as well as gaining input. There is often frustration about the district employment policies which Lorraine Hall says, "Gets rid of good people."

A judge ruled that the best qualified teachers could be hired to open Capital, but later rulings have caused staffing decisions to be now based on seniority. Because of budget cuts and decreasing enrollment in the county, experienced teachers who have been RIFed (Reduction in Force) from other schools "bump" teachers trained for the Capital model who happen to have fewer years experience. The two teacher organizations stand firmly behind this policy. None of the appealed decisions has been reversed.

Skeptics of West Virginia schools' "shared decision" model now mandated by state legislation say that the ultimate power still rests with the principal because he retains final responsibility and accountability. He also knows his way around the political forces and can often get his way simply by taking an alternate route. Many believe that involvement of teachers in political issues such as budget and staffing is done more for show than for true empowerment. An independent researcher (Curran, 1991) assessed our principal's perceptions of the new structure. She said,

> His view is that teacher awareness in areas including budget, legal requirements, and the political process is heightened by involvement in decision making. Previously Tom [pseudonym for our principal] controlled the budget, making decisions about how allocated monies would be spent in the school. Now that teachers are involved in determining budget priorities, he finds they are more cognizant of costs involved in running a school. 'The service contract for a copier is $1500,' he emphasizes. Now that teachers are involved in such decisions, he believes they have a greater appreciation of the administrator's role.
>
> Tom believes teachers need to be guided in the democratic process. 'They're unaware of laws, regulations, due process.' There is a need, he indicates, for the principal to maintain leadership since it cannot be assumed that the faculty senate will run the school. Centennial's staff numbers approximately 100. As a steering committee member of the senate, the principal feels he now has a forum to address the staff that didn't exist before; by working together in this forum as collaborators, not adversaries, school staff are more likely to achieve desired results for the school and students. (p. 13)

Warring systemic forces are causing problems at times. For example, the Dean of Science and Technology finds himself currently caught between state and local factions over adoption of integrated science textbooks. Also, with the language arts textbook adoption coming up again in two years, some county schools are lobbying against the adopted humanities approach. We have been advised to request a text waiver if needed.

Teacher awareness of the political power wielded by the two teacher unions increased dramatically during the strike but has since subsided. There is no recruitment for membership or pressure to participate in either group. National leaders of both the NEA and AFT have recently been supportive of teacher empowerment and have even made contractual compromises to allow for the extra time needed for teacher input into broader decision-making. ("Report urges," 1993; Shanker, 1990)

Past vs. present barriers

There has been a definite change in the nature of barriers and extent of their influence over our short history. In the beginning pilots, our main concern was with immediate single topic issues. As we developed an awareness of the complex embedded systems network, the nature of our perception of changes has enlarged to include policy issues.

Even though many of us see ourselves as empowered to the point we can have an impact on these systemic changes, we must continue to honor and deal with the immediacy of single topic concerns by those not quite as far along in their understanding of reform. For example, within the area of curriculum, the barriers to change we encountered in our pilots dealt with such things as reconciling the teaching of grammar with teaching of the writing process or how we could align the state approved social studies curriculum with our global humanities approach. In many cases the district and state systems have removed these types of barriers. Options for waivers can now replace many former obstacles; this in turn places the responsibility on teachers to request alternate curriculum.

During the pilot years our mind set made us see product more important than process. Today we have the confidence in ourselves and the program that allows us to be more trusting of the process. We are freed in that we know that there is no one right model. Our current curricular barriers often deal with lack of time (to plan as well as teach) and setting priorities.

Equity of access to knowledge. Lack of access to technology may prove to be an increasing barrier to accessing knowledge. Empowered teachers took the initiative to learn more about computers on their own. However, the larger district system may have to reassess the availability of training and numbers/conditions of machines to insure all students equity of being taught by technologically literate teachers. How competent a teacher feels with technology and access to the technology tools both serve as gatekeepers of knowledge. Computer inaccessibility itself may be an indirect institutional restraint upon teacher empowerment.

Knowledge explosion. A continuing barrier/obstacle to restructuring comes from the increasing knowledge base of teaching, both content and pedagogical. We were confronted with a certain amount of this as we began the pilot projects and struggled to make sense of what the research said. Today, we continue our effort, believing that we can generate reliable data, and that through our reflection on it we can make appropriate decisions. We know that if we switch to the role of coach, we will need to become more generalists than specialists and again may find limited time a barrier to our accessing information.

Time to plan the pilots was obtained by allocating extra district funds to allow teachers both an individual and a team planning period. This luxury is no longer available, making the teams strain to figure out ways to "buy" additional preparation time. As the transcripts of teacher observations indicate, the study participants are learning how to overcome that barrier. They are figuring ways to "work smarter" as in their more flexible grouping of students and collaborative approaches to projects.

Enlarging networks

When we began the pilots, we exposed our weaknesses to our co-teachers when we taught in front of them, which was quite a new risk to us. Now, as streams of visitors go through the new school on a regular basis, we continue our existence in a fishbowl. Empowered teachers will seek initiatives to find audiences to hear their stories. Several of our staff have even made national convention appearances to tell of their part in the educational change process at Capital.

Future reform efforts

Other dilemmas and hurdles exist, waiting to be addressed. Among these are (a) how to deal with students who have jobs and little time for homework, (b) how to integrate service learning, (c) how to incorporate technical/vocational training without tracking, (d) how to teach values of a democratic society, (e) how to deal with gender and ethnic equity issues, (f) how to improve communication within a large school environment, (g) how to align authentic assessment with the district mandated grading, (h) how to help teachers change while honoring their previous teaching, (i) how to switch from time being the constant and learning the variable to the reverse, and (j) how to institutionalize student-centered learning.

We are recognizing that the very act of naming the problems can begin the road to solutions. Some evidence is surfacing of teachers reaching the stage that Sergiovanni (1992) terms as "leadership by outrage" (p. 130) when too many interferences come between teachers and their school vision. At that point, they will begin to demand input into policy decisions that affect them.

A consultant (Fleming, 1993b) recently said, "Change isn't a matter of pressing harder on a pedal that is already floored but a matter of shifting gears" to indicate that we sometimes will need to approach the problems a little more cautiously or differently. As teachers gain such experiences they will be better equipped to deal with new problems caused by restructuring. Continuing this metaphor, Maeroff (1993b) says,

> Like a hitchiker seeking to reach a distant town, school people should be willing to go along even if the ride will get them only part way to the destination . . . . It may involve making side trips that seem almost like detours. What counts ultimately is reaching the destination, and so even a circuitous route can be efficacious . . . . There is . . . not much carpooling in education. Everyone keeps his or her hands on the steering wheel, and so part of coalition building surely must involve helping teachers to learn how, sometimes, to be passengers in cars in which people take turns driving. (p. 34)

What we at Capital have learned from dealing with past dilemmas and overcoming previous obstacles is that when one or two problems are solved, the systemic nature of change means that others will replace them. Thus, the idea that "Change is a process not a destination" is reaffirmed with change becoming the constant. Empowered teachers will be ready to shift gears and go around the roadblocks. When political avenues become dead end streets, they don't give up trying as the previous generation of reformers did. Their willingness to confront and their anticipated preparation for action will enable them to deal with established institutional and organizational obstacles in a new partner style relationship with management. Together -- by keeping student needs at the center -- they can help reform succeed this time around.

Culture of empowerment

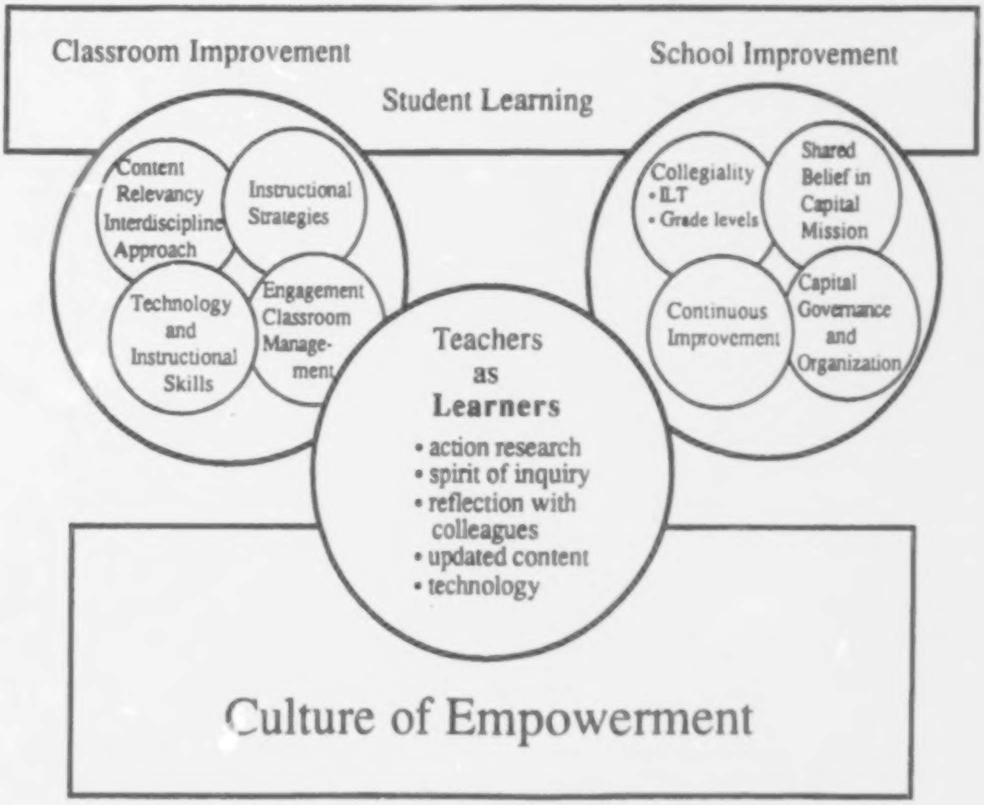
In my initial analysis of the culture of empowerment a year ago I concluded that commitment to empowerment from those above in the organizational structure was a necessary condition for change. System wide effects happen only when each layer of the hierarchy has a stake in the change outcome and has at least one of its needs met. These external forces or "enablers" of teacher empowerment must have a certain degree of trust in those "beneath" them in the organizational structure along with a self-actualizing ability to "let go."

Some principals may, however, empower staff members, with the motive of letting them fall flat on their faces allowing them to say, "I told you so," and thus maintain the bureaucratic image of "Father knows best." When teachers can actually "pull it off," the principal also comes up a winner because he then is recognized as an enabler. Their successes makes him look good!

On the basis of my analysis, I have constructed the following charts which show "dependency generating" conditions at Capital opposite those I consider as "autonomy generating" ones. Whether another school is succeeding in reform or not might be suggested by designing similar matrices and noting where most of their characteristics in that category fall. At a particular point in time, a school culture may be positioned to the left (where there are more dependency generating factors) or right (where more conditions support empowerment) in any one or more areas of reform. This would depend on where efforts of restructuring have been occurring.

Dependency Generating	*Autonomy Generating*
Governance	
County level bureaucracy	State mandated site-based
management State level bureaucracy	Faculty Senate
"Good Old Boys" network	New superintendent, board of education
Checklist evaluation of staff	Portfolio option for evaluation
Hiring/staffing by strict formula	Site-based decisions, waivers, input
Traditional organization	Structure fits function organization
Acceptance of leaders without question	Moral leadership
	New roles, relationships
Curriculum	
State regulations	Technology assisted
District programs of study	NEH programs
Carnegie units	ASCD, NF, AEL, UCLA
William Bennett/James Madison models	Sizer's Essential Schools model
	Action research based
	West Virginia Writing Project's WTL
	Cooperative learning
	Recognition: USIA, Redbook magazine, US and WV Dept. of Education Exemplary Schools
	Teachers' Academy, other training
Assessment	
CTBS standardized testing	Technologically facilitated
State Writing Assessment	Portfolios, authentic alternatives
SAT, ACT, PSAT, P-ACT	Exhibitions, Outcomes Based
Critical skills district tests	WTL strategies, cooperative tasks
External gatekeepers	Internal with external research to assist in reflection

If teachers are seen as learners as my adaptation of the following model by Fullan (1990) shows, then there should be simultaneous classroom and school-wide improvement within the culture of empowerment. This concept is in keeping with Capital's mission of establishing a community of learners. Murphy (1991) also sees the altering of traditional teacher/administrator behaviors happening at the same time that changes in teacher/student relationships occur. In each of the three strategies studied -- WTL, cooperative learning, and computer integration -- altered classroom relationships exist. Students actively participate in decision-making, what we call student-centered.


Classroom Improvement
School Improvement
Student Learning
Content Relevancy Interdiscipline Approach
Instructional Strategies
Technology and Instructional Skills
Engagement Classroom Management
Collegiality
• ILT
• Grade levels
Shared Belief in Capital Mission
Continuous Improvement
Capital Governance and Organization
Teachers as Learners
• action research
• spirit of inquiry
• reflection with colleagues
• updated content
• technology
Culture of Empowerment

(adapted from Fullan, 1990)

Because of preliminary excursions into site-based management with the pilots, the teacher architects of Capital's culture of empowerment were ready to assume leadership and share responsibility for designing the facility and curriculum when given the opportunity. They also understood, "Change is a process," and what is today may not be the same tomorrow. Continued progress toward autonomy generating measures is evidenced by the appointment of a new superintendent, district move to site-based management, West Virginia Policy 5310, and promotion of teacher initiatives in professional development.

Capital's Faculty Senate has adopted an attendance policy, set a testing schedule, and passed a limited budget. Although there are times when some behavior within senate meetings may seem non-professional, I continue to be optimistic about its potential. Having legislative backing and statewide data generated about its efficacy attest to the likelihood that progress should continue for this mechanism of teacher participation. The two unions will serve as watchdogs of the process.

Shared responsibility/accountability appears in several curricular areas. Relationships between members of ILTs included in this study are moving toward interdependence; however, among some other teams the relationship seems more to the "independence" side of the following model.

(-) Negative results from mutual reinforcement of poorly formed habits

Independence Interdependence

------------------- Types of Teaming Relationships -----------------------------

*Storytelling * Aid and assistance *Mutual sharing * Joint work

*Scanning for new ideas

(+) Positive results from creative development of well-informed choices

(adapted from Little, 1989, cited in Joyce, Ed., 1990)

Research indicates that the first three stages are "weak ties" for collegiality which Little calls "relatively superficial, safe, [of an] inconsequential variety, and hence [have] little impact on the culture of the school" (cited in Joyce, Ed., 1990, p. 13).

Dissemination of the faculty's action research is a natural step in the change process and indicates that generation of ideas is becoming institutionalized. Not only do teachers explain what is happening in curriculum and instruction to the constant stream of visitors, they network with other school systems personally and electronically. As they communicate their findings, they will become part of what Fullan calls "continuous improvement and experimentation . . . and commitment to improving student engagement and learning . . . a pervasive value and concern" (cited in Joyce, 1990, p. 17).

The original planning team adopted a problem solving model for change similar to the one described by Huberman (1975, pp. 70-84). Students were not achieving the way we felt they should; our job was to design a school that would prepare them for productive citizenry in the 21st century. Deal (1986) believes that outsiders also influence change; once in motion, our reform was reinforced by the "Pygmalion effect" and the interaction of systemic cultural elements (cited in Lieberman, 1986, p. 120). Since our teachers are expected to do "good" things, it follows that they feel empowered to make them happen. Also, since our school's culture recognizes teachers for achieving and constantly trying to improve, we have been able to sustain our culture of empowerment.

These empowered teachers are more likely to instill a feeling of empowerment in their classes, following Maeroff's (1988, 1993a and 1993c) and Fullan's (1991) line of thinking, thus setting the stage where students too have control over their learning. A great deal of psychological research points to locus of control being related to motivation: where there is a possibility of one's controlling the outcome, effort usually follows.

Effective schools' literature underlines the importance of a teaching staff's belief that "All students can learn" and the value of high expectations.

Traditionally, teachers were seen as being acted upon by reform initiatives, but more recent studies (Maeroff, 1988; Barth, 1990; Glatthorn, 1992) are indicating that change from within or bottom up change will be the type which lasts. Maeroff (1988) says,

> When teachers set out to improve their own learning and their contributions to schooling, it is thrilling to see the depths of their concern for their disciplines and their students, the energy they are willing to put into their work, the degree to which they can renew themselves and their classrooms, and their readiness to rededicate themselves. (p. xi).

The bottom line seems to be that empowered teachers can make a difference in student learning.

A year ago my initial analysis indicated the presence of what Lieberman (1988) calls a "professional culture" because I had observed comments among team members that showed they had opened themselves up to self and peer criticism. They said such things as, "Didn't do that well, did I?" or "Got 'em today, didn't we?" I can now easily document other evidence of these conditions. This formal feedback comes from team mates rather than the administration; however, with the new evaluation policy, there should be more opportunity for cross-role type dialogue with the principals.

Recognition for those who achieve outside honors occurs during Faculty Senate meetings. Being selected as 1 of 15 or 1 of 20 people to attend a seminar or workshop on a state or national level helps sustain empowerment. Teachers feel secure enough to toss their hats into larger rings of competition; the assistant principal even says we're now playing in the back yard with the "big boys." Within the humanities division, we are preparing a listing of our special training to include in teacher manuals as a resource for each others' expertise. Some teachers have shared that they felt awkward about volunteering their abilities; they decided it would be easier to call upon one another if a listing were available.

Choosing how Faculty Senate money is spent and selecting which texts are to be used may seem like minor decisions, but having this input has proven to be an important means of encouraging professionalism and accountability. The Faculty Development Committee continues to be the decision-maker for funding the staff's professional travel and conferences even though final approval for the individual's leave days must come from the area superintendent.

Relationship between teacher and student empowerment. This study has examined teacher empowerment, and the results can do no more than suggest a connection between it and student empowerment. Future research needs to be conducted to assist in understanding any correlation of the two. The shift from the dependency generating organization to an autonomy generating one affects the basic elements of the educational model: curriculum, instruction, assessment and governance. With the fourth superintendent in the short four year history of Capital taking office this summer and a new board composition, it is obvious that the move toward autonomy has not been the push of one main decision maker but rather has come from within assisted by strategic administrative support.

At times the vision for a new learning culture blurs as teachers attempt to translate teaching-for-understanding theory into active practice. As with all cultures, there is a wide range of response; some members become uncomfortable with their new roles and relationships. A few become cynical; some become disheartened and tired; another group is satisfied with the degree of change already achieved, while others are excited by a new taste of autonomy and professionalism and seek more opportunity to participate.

There are many areas in which teachers are still not empowered: in budgetary decisions, the principal still has to sign off; in hiring and teacher evaluation, the principal is ultimately responsible for his staff; in curriculum and instruction the final decisions are not in the hands of teachers but depend on the larger district and state system's rules and regulations. Yet, the political arena is changing; at times the uneasy peace and balance of power is negotiated by a teacher change agent who has tasted autonomy and tried on professionalism. We also recognize that this period of transition and transformation may have periods when there are two steps forward and one step back.

My thinking about empowerment has changed over the past 12 months. I see teacher participation as a necessary but not a sole ingredient to restructuring. Learning how to teach for understanding and modeling for students how they can be in control of their own learning must go hand in hand with teacher input into school governance. In other words, reform must have movement from the top down -- an accommodation for teacher participation in decisions which affect their work place -- and bottom up. Describing this type school reform, Joyce, Wolf and Calhoun (1993) say, "Caring for children and caring for oneself and one's colleagues are one and the same" (p. ix).

Lessons learned

Based on my research and personal experiences, I can identify some things I have learned during our continuing restructuring efforts.

1. To succeed in restructuring teachers must become "political" and understand the total ecology of schooling.

2. Taking initiative must become the norm if we are effective in our change efforts.

3. Letting each other devise our own reform strategies may be admirable from a self-discovery standpoint, but working in isolation isn't very efficient.

4. Teams are more likely to succeed in bringing about change than individuals, and time must be spent on developing trust among teammates. Reformers need each other for support and as critical skeptics to insure a type of checks and balances system.

5. Opportunities for continued (content and pedagogical) learning must be fostered and arranged by the system after teachers have determined their needs.

6. Teachers must learn how to reflect and become active researchers of their own classrooms and work. Their data helps indicate direction for change and should be held up to external research findings.

7. We all must constantly redefine the vision of student-centered learning so when an obstacle appears, we become morally outraged, accepting nothing less than authentic learning and authentic assessment.

8. Technology can be useful in networking, but teachers need training, time, access, and equipment to make integrated use of electronic media.

9. Also, new roles for teachers should be created so teachers don't have to become administrators in order to "advance." Differentiated staffing can be initiated by local site-based decision-making units.

10. There will be times of self-doubt; empowered teachers involved in restructuring schools need to acknowledge this openly but not wallow in it. They proactively seek solutions to help them answer questions about their practices and beliefs. "Failures" should be accepted as learning opportunities indicating that change is being attempted. We must also honor "time out" for active (and exhausted) reformers to reflect and take a back seat without their being viewed as giving up the cause or burning out.

11. Teachers and administrators must value consensus and compromise as integral to their teaming success; however, we all need training to learn these skills.

12. Teachers must act more professionally; those who do not must be dealt with by their peers. If teachers don't accept this responsibility, then the reputation of the entire empowerment movement will be hurt.

13. We must acknowledge each other's success. Teachers get so little external respect that they need to take internal responsibility for giving positive strokes to one another.

14. Initiative for restructuring can come from the top or the bottom of the hierarchy of school management. In situations like Capital, where reform began simultaneously from both top level administrators and from teachers, there are increased prospects for success. However, the implementation of changes must remain in the hands of teachers.

15. Risk taking must be increased (and documented) as we try to balance all the school cultural elements and adjust to new roles, behaviors, norms and relationships.

16. **Serendipity is a wild card in reform**. Teachers have to be ready to take advantage of opportunities for input.

Capital's teachers have already reached a benchmark in reform, a place where many schools stagnate. Our assistant principal for curriculum and instruction said,

> We have such a diverse population here, and there was so much controversy over this school . . . . But we have truly tried to generate a community of learners. We've worked hard for this recognition [National Exemplary School]. But it's just the beginning of our efforts. We've proven ourselves, now we can go on. (Caswell, 1993)

In this new culture of empowerment, the teacher's role is that of co-leader and change agent. I may learn that the group decision is not mine, but I must live with it and trust the idea that together we can create the best decisions. Restructuring ourselves --

empowering ourselves by learning how to be better teachers -- must accompany restructuring of schools (Burns, 1993).

Our original timetable may have been too optimistic, according to Fullan (1982) who says that the stage of institutionalization sometimes takes 5-10 years to reach. As we re-negotiate our curriculum and instructional decisions, we face district realities such as staff reductions. As transferring teachers join the faculty, the current staff must find ways to orient them to the reform. Backsliding will occur along with tangible evidence of success. We must celebrate our victories and solve our problems without reverting to the old models. State mandated mechanisms for selecting our own forms of professional development are in place; with this type of support for our self-renewal, we can equip ourselves for future challenges of empowerment.

(After the research period ended for this study, Kanawha County Schools voters defeated an excess levy. The rate has been reduced from 100% to 93%, and the issue will appear again on the ballot December 11, 1993. If the levy fails again, Capital stands to lose additional staff and funding for all extra programming. In addition, one board member recently visited the school to look at ways to move the area's 9th graders into the building. When he saw the humanities centers, he remarked, "With walls, we could have three good size classrooms in here!" Sarason's stance (1991) is that school reform is doomed to fail. With such recent indicators as the preceding, I find my optimism too has been dampened.)

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Appendix A

Chronology of Capital High School

1974-75	Kanawha County Schools Textbook Controversy
1983--84	Pilot Humanities Senior Class at Charleston High School
1984-86	Excellence in Teaching English Project at Charleston and Stonewall Jackson High Schools
1986	Educational Planning Committee
1987-88	Curriculum Task Force with Capital sub-group
1987-88	Year One of Pilots at Charleston and Stonewall Jackson High Schools
1988-89	Year Two of Pilots at Charleston and Stonewall Jackson High Schools
1988-89	Management Team established to plan school
1988-91	Participation in ASCD Restructuring Consortium
1989-90	Year One of Capital High School as restructured school
1990-91	Science dropped from 10th grade Interdisciplinary Learning Teams
1993-94	Capital named National Exemplary School by United States Department of Education and Blue Ribbon School by the West Virginia Department of Education

Appendix B

ASCD CONSORTIUM ON RESTRUCTURING

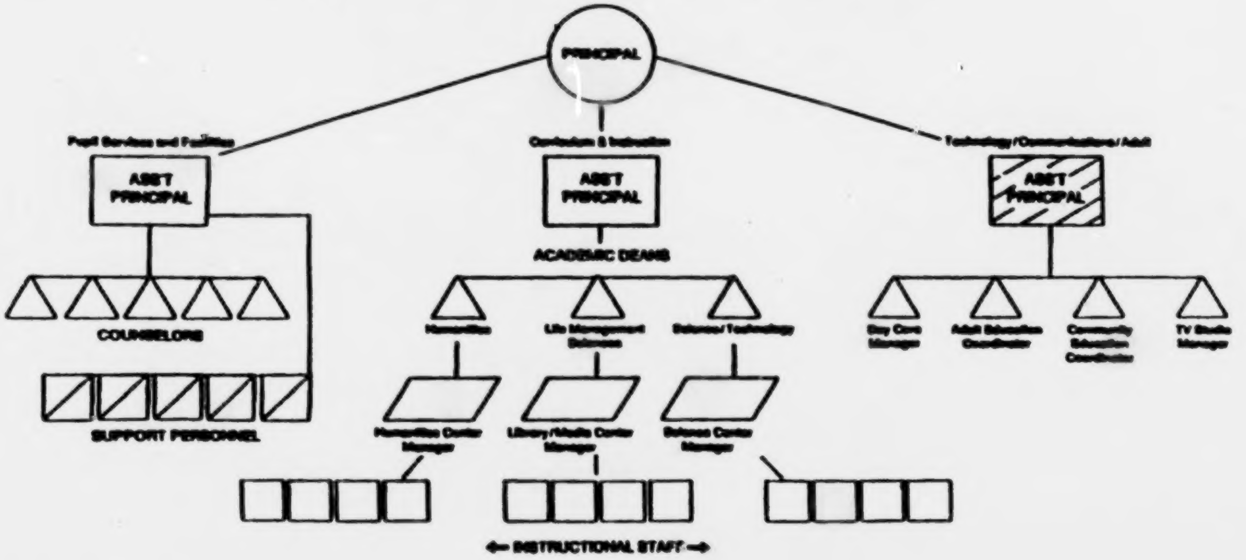
The following nationally recognized experts in our field worked with us during this consortium:

CONSULTANT	TOPIC
Phil Schlechty	The Superintendent's and Board's Role in Building Level Restructuring
Phil Schlechty Michael Strembitsky Michele Woods-Houston	Redefined Roles and responsibilities in Restructured Schools
Grant Wiggins	Restructuring Curriculum
Marc Robert	Teacher Empowerment in Restructured Schools
Karen Seashore-Louis	Restructuring and Change
Carol Smith (Adam Urbanski's staff)	Changing Traditional Labor Management Relationships for Restructuring
Grant Wiggins	Assessing Student Performance (Performance-Based Assessment)
Jake Blasczyk	A Bare Bones Approach to Evaluation
	Qualitative Methods for Evaluation
Marian Leibowitz	Team Building as a Means to Support Change
Grant Wiggins	Lesson Planning and Curriculum Writing
Tom Corcoran	School-Based Management
	Impact of Restructuring on Central Office Staff
Marian Leibowitz	Problem Solving for Administrators
Shirley McCune	Future Schools Restructuring
Marian Leibowitz	Change Process and Decision-Making
Robert Slavin	Success for All

Ted Sizer	Rethinking Before Restructuring
Marty Vowels	Center for Leadership in School School Reform, Louisville, Kentucky
Phil Schlechty	Teachers as Inventors, Students as Customers
Marian Leibowitz	Collaborative Instructional Strategies
Henry Lewis	Accelerated Schools for At Risk Students
Charles Ballinger	National Perspectives on Year Round Schools
Jeannie Oakes	The Problems and Alternatives of Tracking
Thomas Paryzant	School Restructuring in San Diego City Schools
Dotty Kelly, Meredith Fellows, Jody Servatuis	Are You an Instructional Leader for All Kids?
Michael Usdan	"The Shifting of Politics of Education: Implications for the 90's
Michael Fullan	"Managing Change"
Pat Wasley	"Sustaining Change in the Classroom"

Appendix C
Organizational Structure

ORGANIZATIONAL STRUCTURE


PRINCIPAL
Pupil Services and Facilities
Curriculum & Instruction
Technology/Communications/Adult
ASST PRINCIPAL
ASST PRINCIPAL
ASST PRINCIPAL
ACADEMIC DEANS
COUNSELORS
SUPPORT PERSONNEL
Humanities
Life Management Sciences
Science/Technology
Day Care Manager
Adult Education Coordinator
Community Education Coordinator
TV Studio Manager
Humanities Center Manager
Library/Media Center Manager
Science Center Manager
← INSTRUCTIONAL STAFF →

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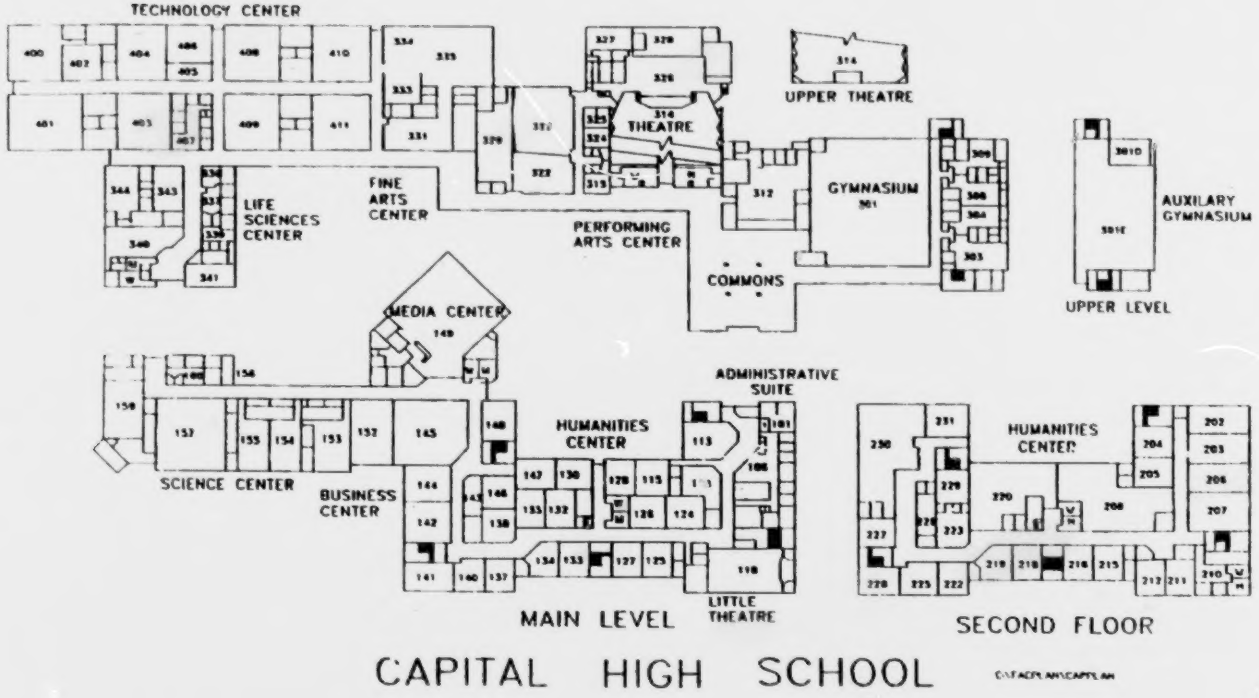
Appendix D

Map of Capital High School


TECHNOLOGY CENTER
LIFE SCIENCES CENTER
FINE ARTS CENTER
PERFORMING ARTS CENTER
THEATRE
UPPER THEATRE
GYMNASIUM
AUXILARY GYMNASIUM
UPPER LEVEL
COMMONS
MEDIA CENTER
ADMINISTRATIVE SUITE
HUMANITIES CENTER
SCIENCE CENTER
BUSINESS CENTER
LITTLE THEATRE
MAIN LEVEL
HUMANITIES CENTER
SECOND FLOOR
CAPITAL HIGH SCHOOL

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Appendix E

Methodology

> **"We shall not cease from exploration**
> **And the end of all our exploring**
> **Will be to arrive where we started**
> **And know the place for the first time."**
>
> T. S. Eliot

Thinking of the school system as a new culture of learning became a scaffold to help me understand our restructuring. To learn how empowered teachers live in a restructured school like Capital, I used the data I gathered to interpret rather than to measure or predict. Teachers need to be studied in their natural school setting, and ethnographic type observations and interviews permit the use of detail while capturing the participants' experiences. This combination of data sources also improves qualitative studies (Hammersley & Atkinson, 1991).

More researchers are beginning to recognize the power and potential within teachers to be change catalysts. "A greater promise for school reform . . . now resides within the schools. Changes in schools may be initiated from without, but the most important and most lasting changes will come from within" (Barth, 1990, p. 159). Currently, many believe that the success of school reform depends on local school personnel (Wasley, 1991; Larson, 1992; Barth, 1990; Sizer, 1992; Murphy, 1991; Glatthorn, 1992; Lieberman, 1986, 1990; Maeroff, 1988, 1993a, 1993b, 1993c; and Joyce, Wolf & Calhoun, 1993).

Early models of qualitative teacher research date back to the mid-fifties and deal with how writing is used in classrooms (Myers, 1985); until recently, most other educational issues were examined from interactional analysis approaches (such as Flanders and TESA) or from quantitative, statistical stances. Maxine Green (1991) applauds qualitative research methods, the type used in this study, "Not only are voices set free to speak to others and among others in live classrooms . . . they resonate with the sense of seeking, struggling to name, striving to find language for what was repressed and suppressed over the years" (Witherell & Noddings, 1991, p. ix- x).

The additional benefit she notes is one I hope for also: through reading this study, other educators will be engaged. Greene (1991) says, "The separation between subject and object will no longer exist, nor will the comforting assurances of cool and shining certainties" (Witherell & Noddings, 1991, p. ix). I invite you to connect with our conversations about the uncertainties and possibilities we have discovered; put your story next to ours. Perhaps you will recognize commonalties between our situation and yours, leading you to further insights.

Throughout the study I tried to frame what was happening at Capital in what was going on nationwide by incorporating the latest research. At the beginning of my study I discovered a situation similar to ours in Louis Smith et al.'s examination of an attempt of school innovation; their original Anatomy of Educational Innovation (1971) and its sequels (1986, 1987, 1988) became my study guides. Even recently, these researchers continue to examine the change process in that district, mentioning the same dilemmas I encountered in trying to describe what was happening at Capital (Smith et al., 1992, p. 153-66). I identified with the Kensington metaphorical "quest for the holy grail" of school reform, noting my previous journal references to myself as a "missionary." Along the way I hypothesized that we differed from the Smith site -- our changes seemed to be succeeding where theirs failed -- because we had teachers sharing ownership and responsibility rather than having the vision reside in the mind of one reformer.

I attempted to keep a clear time line of the stages of teacher involvement to show how sharing students, schedules and spaces affects teacher empowerment. Because of the topic, I was always conscious of the issue of power -- who used it and how it worked itself out within the school culture and the larger district. Instead of focusing on this macro level of school politics, however, I found it more useful to examine the micro politics of the teams, their decision-making patterns, and their power struggles.

Two strategies were especially helpful in the overall research process. One was to keep a dissertation log of my reflections. The other was a means to help me maintain focus by beginning a writing session without referring to my notes. After this "free write," I would return to my field materials to verify what I wrote. My adviser urged me to find my own voice, to tell our specific story, and to construct a readable product. The writing process involved multiple drafts with intervening periods between editing.

On occasion, I sketched models to help me understand what I thought I was seeing. When conflicting data emerged, I would search for a new way to graph my understanding through flow charts and cyclical drawings. Often, I would share these with study participants to see if they matched their perceptions and then would adjust accordingly. Models from Fullan (1990), Little (1988), and Murphy (1991) were adapted for my final analysis.

Insights came at unusual times: in church, on walks alone, at conferences, in conversations, while reading and most of all, while writing. As I rewrote and revised, I sharpened my understanding. I generated a "breadth of information and investigated a variety of alternative relationships" before I locked myself into a final format (Becker, 1986, p. 13). I was not initially sure of what I wanted to say and felt bombarded by my need to say it all. Frequently, I said the same thing several ways; as I edited, I would notice recurring themes, an indicator of their importance. This circuitous approach helped me find connections which then led to a rearrangement of the next draft. Most of this generated text does not appear here, but writing it helped me create meaning and this final draft.

My role as participant observer

As a participant observer, I entered into the subjects' work. My task was to maintain my role as a colleague and record data for later analysis, but there was no way I could separate myself entirely from my position as dean. Working in the same environment provided me an innate understanding of the concepts and school organizational framework; in addition, I had access that an outsider would not have had (Hammersley & Atkinson, 1991). Even though I had team-taught an elective, I had not been a part of an ILT. Having at least this distance enabled me to examine the teaming issue from the premise of an outside researcher and caused me to note details that I might have otherwise taken for granted.

By remaining an informal observer during the year following formal observations, I was able to gather information that could confirm or possibly contradict my original observational data. Throughout the study the participants had opportunities to be involved in the data collection and often brought in other documents for my files.

Method of data collection

Multiple sources of data were necessary to capture the complexity of the web of change that occurred. The only forms I used were for permission to be part of the study and for basic biographical facts. Since the interviews were unstructured, I did not have any pre-formed questions. Because so much of the Capital High School story of empowerment was influenced by its historical setting, I chose document analysis and interviews to isolate the historical context; I also identified several benchmarks and used Smith et. al's (1987) "nested systems" model to help me these understand external factors.

The process of data collection and analysis proceeded simultaneously as I tried to fit ideas together. My dissertation log provided ample opportunity for this to occur. I listened to students, participants and other teachers as the teams interacted with them. We talked about the meanings of their actions, and then I attempted to interpret the data.

I believe I have sketched a true and representative picture of the teachers and their participation in decision making which gives this study validity for its particular setting. My reliability rests on the belief that the data collection is replicable and triangulated. How representative this study would be of other ILTs cannot be determined; however, the choice of the three different teams based on pre-determined criteria addressed this issue.

Interviews. Each participant was formally interviewed three times for about an hour each: individually before the week long formal observation period, as a team following the observations, and then again as a team several months later when we met to develop a profile. Recognizing the importance of biographical information to "help [the] teacher researcher to appreciate more fully the situational," I asked first that subjects tell how they got to Capital (Hitchcock & Hughes, 1989, p. 109). They reflected on their professional life leading up to Capital and on their daily classroom experiences. The team interview focused on their decision-making and "what it is like to be part of an ILT." During the final interview, we launched our dialog from previous transcripts. Through this process, participants could achieve a new understanding of their situations and how to explain their work to others.

My interviews were intended to be free-flowing, but I discovered that I could provide some systematic approach and still let participants explore what they wanted. Following the interview cycle, I would go through transcripts for evidence of the three strategies I had identified as important to teaching for understanding and for references to empowerment.

Teachers were given copies of their interview transcripts and asked to make corrections/revisions; their input was of the mechanical, grammatical type except where they cut because they said they sounded "dumb." During the team interview following observations, I asked them to verify my understanding and explain their thinking. This provided an opportunity for elaboration and clarification.

After completing an interview transcription, I would look at how many times I had interrupted. This kept me "honest" and reinforced my desire to allow participants more "think" time before steering the conversation into a different area. I attempted to clarify terms without making subjects defensive, assisting them to locate what our National Faculty liaison I. E. Seidman (1991) calls their "inner voice" (p. 57). It was true, as he says, that the most difficult thing is to keep quiet and listen actively (p. 57). This included keeping an eye on the clock, noting subjects' energy level and body language and whether the interview was getting at what I intended. His ideas parallel the description of going beyond an "active" listening mode that Weissglass makes (1990).

This study uses stories these teachers told to create what seems to me an authentic account of change. I felt it was important to understand how they take theory into practice, how they respond and adapt to new stimuli, how they sometimes retreat to traditional delivery when things become too difficult, and how they translate professional development theories into something that will work in the varied learning spaces.

Throughout the study, I maintained contact with my county liaison (Doug Walters) and provided drafts for his response. Since he too had been a vital participant in the change process, I decided to interview him at three different stages: the beginning, mid-way into the study, and after I had written the final chapter. In addition, I added interviews of six others for their unique perspectives: the graduate college assistant dean, a curriculum supervisor, a veteran of teaming who now had a new partner, a new team, and a former board member currently on the school staff. The information they provided broadened my understanding of the total picture.

By allowing participants to tell their stories, I felt I would be better able to understand how they are coping with the changes (Briggs, 1990; Connelly & Clandinin, 1988). In addition, I believe I became a "co-participant in the construction of a discourse" during the interviews (Briggs, 1990, p. 25). Participants seemed to create their own knowledge and deepen their understanding. This was especially apparent with the junior team's description of the type of interdependent relationship they had. The sophomore team smiled and congratulated themselves when they discovered during the interview that their term "blurring" described not only the interdisciplinary content but also their relationships with one another!

Document analysis. Document analysis became a crucial part of this study. I analyzed boxes of data that included personal correspondence, minutes of various committees, newspaper and magazine accounts, class papers, projects, and official publications. This process assisted me in understanding both the historical context and the on-going school development. I charted the official literature, noting the authors, purposes, content, and audiences (Hammersley & Atkinson, 1991, pp. 142-3) to verify that teachers had really guided the direction of the school in its formative years.

Participants provided lesson organizers, handouts, student evaluations and syllabi for their courses. Writing completed for graduate classes was also utilized as a source of information along with teacher-designed visuals prepared for professional development training and public meetings.

Personal writing as a data source. Knowing the difficulty I would have separating myself from the story, I decided to use my personal writings as data themselves but with care and alongside other sources. Before I began my formal study, I wrote a baseline narrative from memory. Parts of it appear in Chapter 1. By looking at the ASCD journal entries which several of us composed during the planning and the first two years, I was able to show how seemingly unconnected events came together to shape the school and us. I compared what I said in different places and looked for changes in values or attitudes to help me understand the process.

Keeping a dissertation log helped me impose form on my world of data (Witherell & Noddings, 1991, p. 97). I used it for my emotional well being as well as for its technical and analytical functions. This was where I could vent frustration, reflect on my actions in the research process and revisit previous entries with a new perspective. It was also a place that I tried out new ideas; sometimes, I didn't know what I was going to write for the day's entry, but my sub-conscious took over, and soon the computer screen was filled with words and insights I didn't know I had. Hitchcock and Hughes (1989) say that this type of documentation permits you "let off steam, to complain or to moan . . . reflect on the research, to step back and look again at the scenes in order to generate new ideas and theoretical directions . . . . [It is a place for] hopes, fears, confusion and enlightenment" (p. 69)

My field notes were useful sources of descriptions of people and settings not available from transcripts; I also used them to store data about the "way in which individuals manipulate the physical features of their environment" (Hitchcock & Hughes, 1989, p. 32). This notebook became a place for informal observations as well as reflections during faculty senate meetings. My goal as a participant observer of that body was to see how the entire staff exercised its state mandated empowerment and budgeted its resources. A study by the Appalachia Educational Laboratory (1991) of other secondary senates in the state was used for comparison.

My past journals proved valuable. "Used with care, and in conjunction with other kinds of data, personal documentary sources offer the teacher researcher a number of possibilities" including historical depth (Hitchcock & Hughes, 1989, p. 109). By examining entries made over the past decade, I could detect meaningful experiences and document our evolution. It was especially noteworthy to see, as Hitchcock and Hughes (1989) predicted, "how apparently unconnected events seem to come together and shape future experience and behavior (p. 110)." I was able to do this by looking at my previous writing and asking teachers to share their history as it related to Capital.

Observations. To make them feel more comfortable, I suggested that participants choose the classes and times for observations. By observing teachers who have had training in methods identified to empower them and their students, I hoped to discover how they were able to incorporate and adapt the three identified methodologies discussed in Chapter 5. I also wanted to know if their use had reached the stage of institutionalization where the use of the strategy becomes the norm. Teachers at Capital had an opportunity and need to develop relevant curricula and design their own instruction. My overarching goal was to learn, "Is the new curriculum in practice the same as in design?" (Huberman, 1975, p. 88).

Observation periods typically were divided into instances when teachers had the class alone and times their classes were grouped. In all cases, some observations took place during team teaching. The junior team requested that their observations occur in each of the three rotation locations to give a more accurate picture of their instructional style. Although I sought to be only an observer, from time to time the teachers drew me into class discussions by directing questions to me. Hitchcock and Hughes (1989) say that when teacher-researchers work in a known culture, they are bound to merge into the conversation (p. 87).

I recorded each observation on cassette tape and took field notes to document visual data and intuitive hunches; that same evening I generally reflected on the observations more fully in my dissertation log. Then, immediately afterward, I transcribed.

Even though the formal observation periods generally lasted a week each, I continued informal observations throughout the following academic year. It is difficult to tell where the formal observation ends and the informal begins. By cross-checking what they told me to look for in their classes with what I saw, I felt I would be alerted to any discrepancies.

Method of analysis

Data began to unravel through use of groupings which I indexed by codes. I moved from the factual accounting mode to the descriptive to the analytical. After I completed the transcripts of interviews and observations, I read and reread them. Following that, I constructed a profile and asked teams to respond to the new text in another interview as a reliability check. Then, I answered my original research questions and extracted themes. I referred to the transcripts for quotations which seemed appropriate to the issues being discussed.

From the body of data I selected guiding principles for each team that I describe in Chapter 4. I feel that letting the teachers tell their own stories would be helpful to the reader. Early on I identified a theme for each team and then related it to the practice I observed. For instance, the sophomore teachers individually conveyed to me their belief that the tenth graders needed to feel respect in order to extend respect to others. Then, in their day-to-day relationships, I looked for instances of this. When they called their students, "Miss," or "Mr.," "Ladies and gentlemen" and used "Please" and "Thank you" in a display of genuine respect, I knew that recognition of an individual's worth was a prime principle guiding their team.

I also was alert for metaphors of teaching that were embedded in their conversations. As Murphy (1991) notes, these can help us understand how the school culture is changing. Junior teachers constantly referred to themselves as "guides on the side" and "facilitators" to their students and me. When I observed them in their classes, I looked to see if this was only rhetoric or a guiding principle for understanding their roles. Their classroom organization and in-class activities verified their perceptions of themselves.

To determine how student-centeredness played out, I looked for clues that pointed to student input. Student assignments were examined to determine the congruence of teacher explanations and student work. Throughout the year the senior teachers were especially helpful in keeping me up to date with their assignments and handouts, allowing me to read what their students had written. I looked at lessons and opportunities students had for making choices. Closely associated with this were instances I noted of teachers providing aids and hints (such as mnemonics devices and note organizers) to help students take charge of their own learning. In addition, I looked for cases when teachers used absolutes as "I always" or "I never" as a sign of their flexibility.

I generated ideas from the data, tried to remain open to emerging themes, patterns and categories and watched for key ideas to reappear. After coding the observations and interviews, I kept track of them through indexes following my general research questions. Some data ended up in more than one category. Then, I attempted to move to a deeper level of why and how the subjects acted and talked the way they did. To achieve validation, I used triangulation, re-interviewing and re-analysis. Because of this, I believe this study goes beyond the anecdotal to "authentic accounts of school and classroom processes" (Hitchcock & Hughes, 1989, p. 118)

Once categories surfaced, I could detect patterns which I used in the interpretation phase, Chapter 6. Here I provide explanations and offer insights on lessons we learned. A year ago I wrote a position paper on the broad topic of empowerment, and after my research was completed, I compared my current beliefs to that understanding. As another reality check, I asked others involved with the school to challenge my conclusions.

Originally, the dissertation was written with 11 chapters. These were subsequently re-grouped and edited into the current six. A chapter on dilemmas and barriers to empowerment was absorbed elsewhere as was one on dreams and realities; the history chapter merged with my personal narrative in the first chapter on contextualization. This reordering and re-arranging of chapters itself became a method of analysis, causing me to examine empowerment from several perspectives.

Revision of prospectus

Overall, original plans for the dissertation process were altered only slightly. I was able to follow the direction I sketched in my prospectus but found myself disappointed with some ideas such as the failed profiles. If there had been more time and I had been more skillful in conveying to the participants an understanding of the profile process, those pieces may have been helpful in moving the team story forward. We had difficulty locating the basic elements of a story; conflict and resolution were nonexistent. I was also disappointed that my observation of the process of constructing the profiles did not provide pertinent data.

Other than expanding on some of the original ideas and adding extra interviews, no other major changes occurred. However, because of one team's illness their interviews took place six months later than the others. I was able to answer all the original research questions I had identified.

Assessment of methodology

Becoming a teacher-researcher is difficult because of the way public schools operate. By being away from the site for a year, I was able to return as a more objective and qualified researcher. But, once I was back on the job, I found student needs and a full schedule taking precedence over time to work on research. Opportunities to reflect and write are scarce and pressured by many other demands, so it's understandable why there are so few studies undertaken and completed by practicing classroom teachers.

Like any action research where the teacher is freed to take risks and learn, these pages of professional reflection on mine and the participants' parts will be valuable -- no matter what becomes of the results -- because of the research and analysis process undertaken.

Use of qualitative methods was imperative to get at the issue of teacher empowerment in our school setting. I do not know of anything else I could have done to get a more complete picture; because of my use of several strategies there evolved a deeper, more rich picture of change. We eight teachers return to our classrooms daily, being transformed by empowerment and propelled into new learning environments.

Implications for further study

Teacher researchers will play crucial roles in school reforms of the future as part of the self-renewal process. If teacher empowerment is institutionalized, then it follows naturally that teachers will assume control of self-studies to improve themselves. However, administrators will need to understand their new roles within what is possible and morally right. Since Capital was chosen to pilot the North Central Outcomes Based evaluation process in West Virginia, we will have the structure to continue such a self-study on a long term basis.

More research of this type is needed to provide educators with several base models of change. Additional examination of the relationship between teacher empowerment and student achievement needs to be undertaken. Teachers could be empowered and not take the next step to empower their students. Why and how would that happen? As more schools age and new consolidations occur, those involved must maintain records as we did and keep up with the latest research. A participant/historian should assist as a member of the change management team; in that way, we all can learn from each other's experiences.

I hope that this study encourages other teachers to research their own settings; theory development and making sense of lesson designs is an important empowerment role for teachers emerging in the new culture of learning (Christa McAuliffe Institute, 1990).

Vita

Education:

B.A., 1961, University of Charleston. Summa cum laude with major in biology, minor in English and teaching certification (grades 7-12)

M.S., 1962, Ohio University. Major in journalism, minor in English

Ed.D., 1993, Virginia Polytechnic Institute and State University, EDCI

Experience:

1989-present	Dean of Humanities, Capital High School, Charleston, West Virginia
1988-89	Member of Management Team, Capital High School
1987-88	Coordinator of pilot interdisciplinary project at Charleston High School
1974-87	Teacher, Charleston High School
1963-65	Teacher, Morgantown High School
1962-63	Director of Methodist Information for West Virginia and part-time public information officer for Morris Harvey College

Recognitions:

1992	National Endowment for the Humanities Summer Fellow (Shaw's Drama)
1990	Christa McAuliffe Educator (Christa McAuliffe Institute, NFIE)
1989	University of Charleston Distinguished Alumna Award
1987	National Fellow for Independent Study in the Humanities, Basic Council for Education (Faust in art, music and literature)
1986	West Virginia English Language Arts Teacher of the Year
1986	Kanawha County Teacher of the Year (West Virginia)
1963	Wall Street Journal Fellow, West Virginia University

Presentations:

National Council of Teachers of English (3); Educational Commission of the States; Association for Supervision and Curriculum Development (4)

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